
The authors developed a model of the relationships between racial identity development and socially desirable responding, using a sample of African American undergraduate students. Instruments used were the Racial Identity Attitude Scale-Long Form (J.E. Helms & T.A. Parham, 1996) and the Balanced Inventory of Desirable Responding (D.L. Paulhus, 1991). The results challenge previous research conclusions regarding social desirability and racial identity development. Implications of findings for researchers, instrument developers, and counselors are included. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Discusses how the dramaturgical perspective of selected Theater Rehearsal Technique activities can be used as learning experiences in communication with behavior-disordered African-American adolescents. Five underlying dramaturgical elements of the theater communication experience are explored: expressive behavior, sustaining definitions, visible presentations, social establishments, and impression management. These elements parallel 5 factors that affect social communication experiences for adolescents: emotion, public standards, observable behavior, the secondary school setting, and self-control. It is suggested that educators must begin to direct professional practice away from defining kinds of behavior in terms of isolated, observable, rule-breaking actions and toward gaining an understanding of the role of feelings and motives of each person in communicative interactions. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


This study examines perceptions of achievement motivation as influenced by first name and student ethnicity. One hundred thirty elementary school teachers were given a vignette of a fifth-grade student and instructed to judge the behavior and characteristics of the student. Results showed that there was a significant main effect for an ethnic first name. Overall, significantly lower achievement scores were given by raters whose descriptions used an African American-sounding name rather than a Caucasian-sounding name. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Examined the variables influencing a teacher's decision to refer children suspected of having a developmental or behavior problems. The 1st sample was comprised of 140 children (78 boys and 62 girls aged 4–18 yrs; 33.6% Caucasian and 62.9% African-American) referred for a psychological evaluation to determine eligibility for developmental handicap (DH) special education services. The 2nd sample was comprised 73 children (70 boys and 3 girls aged 6–17 yrs; 37% Caucasian and 57.5% African-American) referred for severe behavior handicap (SBH) special education services. Results indicate that, contrary to previous research, younger Ss were not referred at a disproportionate rate for DH or SBH services as compared with older Ss. Height and weight acted as moderator variables with respect to teacher referral patterns. African-
American Ss were referred at a disproportionate rate for DH services compared with Caucasian Ss, and boys were referred more than girls for SBH services. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


This special issue includes manuscripts commissioned by the National Center for Culturally Responsive Educational Systems (NCCREST) for a national conference on English Language Learners (ELLs) with special needs. This 37-year-old literature shows African American and Native American students are most affected in the so-called high incidence disabilities. It is paradoxical that we possess little knowledge about ELLs in special education at a time of explosive changes in this population. ELLs represent a sizable portion of student populations in the nation's school districts. The special issue concludes with the discussion of future directions for research with ELLs; she raised critical questions and identified important challenges for this field of inquiry that covered theoretical and methodological considerations. We expect that this special issue will contribute to the emerging research knowledge base on ELLs with special needs. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


African Americans are usually excluded from receiving federal or local funding as language minority students because English is their native language. African Americans share a unique linguistic history when compared to other immigrant groups. Slaves were separated by language upon capture in West Africa, thereby resulting in pidginization processes with English, French, Spanish, and Portuguese which flourished during the European African slave trade. Ensuing Creolization in North and South America has created special social and educational problems for descendants of former slaves. This article focuses on that problem in the United States. Evidence from law, educational policy, and linguistics is presented to claim that current linguistic regulations are inconsistent with the educational goals espoused in "systemic reform" (see Smith & O'Day, 1991). Several misconceptions prevail in the larger society regarding African American English (AAE), and many teachers harbor some of these stereotypes, often subconsciously, but often in overtly racist ways. The belief that Black English is bad English or ungrammatical are inconsistent with empirical linguistic evidence to the contrary. These misconceptions have profound social consequences in our schools and halls of justice. Class differences in speech and race have left indelible socially stratified watermarks throughout the United States, and here I explore some sociolinguistic aspects of these problems. A central dimension of this argument focuses on the inadequacy of current language policies for African American students. Speech pathology is commonly used to diagnose African Americans for special education, but vernacular AAE is not pathological. Similarly, many African Americans are placed in bilingual education classes with students for whom English is not native (ENN); this practice is also misguided. In conclusion, I call for comprehensive programs and policies for all students that adequately account for their linguistic diversity. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Despite the fact that African American and other students of color, students labeled as having disabilities, and poor students in urban schools are indisputably linked in terms of the quality of schooling they have experienced, few attempts have been made to examine the relationship between special education and urban education. Both students placed in special education and those who attend urban schools have a long history of being mis-educated, under-educated, and treated inequitably by the American educational system, with the American educational system at times excluding these students altogether from receiving a free and appropriate public education. Therefore, the purpose of this article is to provide (a) a historical analysis of special education and the treatment of students with disabilities prior to the Brown decision; (b) an analysis of the
challenges that students with disabilities, African American and students of color, poor students in urban schools, and students affected by all three have historically experienced in their quest to receive a free and appropriate education in the American educational system; (c) a discussion that illustrates that special education is the new tool for the resegregation of African American and other students of color in special education; (d) a discussion of who the real beneficiaries of failed urban schools are and why they resist providing an equitable education to all children; and (e) specific examples of what it means to go broke in calling out educational inequities and advocating for African American and other students of color, poor students, students with disabilities, students in urban settings, and students affected by all of these factors and issues.


The decision in the Brown v. Board of Education (1954) case was one of the most significant events in American history in general and specifically in the educational system. Brown is so highly regarded because it held promise of placing America on the path toward equitable treatment of all of its citizens and laid the foundation for the civil rights and disabilities rights movements. Fifty years after Brown, however, it is very clear that many of the promises of Brown have not been fulfilled with regard to students of color living in urban settings, students who live in poverty, and students with disabilities. This article will discuss (a) the state of urban schools in the post-Brown era, (b) special education in the post-Brown era, (c) disproportionality and resegregation of African American students, (d) the double jeopardy of disproportionality and urban school failure, (e) the reasons why Brown is not working from the perspectives of urban community leaders, and (f) recommendations for fulfilling the promises of Brown.


Impressive advancements have been made in educational opportunities for students with disabilities, whose historic relationship with American public schools has been marked by educational disenfranchisement or mis-education. Critical judicial impetus for these educational opportunities was provided by landmark court cases in which African American and other students of color played vital roles. This litigation culminated in the principles of access, non discrimination, and due process codified in the Individuals with Disabilities Education Act. However, although African American students and other students of color have substantially impacted the education of students with disabilities, they have not benefited proportionately to their contributions nor commensurate with their majority peers.


Current research suggests that parents are a key component to the school success of their children. However, in today’s world, parents often work long hours, have more than one job, and participate in multiple responsibilities that may limit their participation. Because of the variety of factors that impinge on parents, educators often criticize them for their nonparticipation or limited participation in the school environment. The purpose of this study was to determine the degree of alienation, if any, that African American parents feel toward public education. A modified version of the Barriers to School Involvement Survey was administered to 421 African American parents. The questionnaire was factored into five problem categories for analysis (e.g., personal concerns, work, lack of interest, logistics, teacher/parent relationships). Although significance was found among the five problem categories and across the six research questions (e.g., problem categories, employment status, economics, special education vs. general education, family composition, and parent education levels), the findings indicate that parents did not view the five problem categories as a concern impacting their school involvement.
Breland, A. M. (1998). A model for differential perceptions of competence based on skin tone among African Americans. *Journal of Multicultural Counseling and Development, 26*(4), 294-311. This article combines a review of the psychological and sociohistorical literature on African American color consciousness with a model that explains how it may contribute to differential outcomes for group members. It is hypothesized that attractive individuals are viewed as more competent than unattractive individuals on multiple dimensions. It is hypothesized that African Americans who approximate European American standards of physical attractiveness are viewed as more attractive and that lighter skinned African Americans may be viewed as more competent on a variety of dimensions. Implications for research and mental health practice are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

This study describes parents' understanding, or explanatory models, of attention-deficit/hyperactivity disorder (ADHD) and examines how such explanatory models differ by ethnicity, child gender, treatment status, and sociodemographic status. Children with ADHD were identified through a two stage study of a school district special education population; this study included a screening and a diagnostic phase. In addition, a survey concerning parent-reported knowledge and attitudes about ADHD, and ethnographic interviews—based on A. Kleinman's patient explanatory model—to elicit parental beliefs were conducted. White parents were more likely than African American parents to apply medical labels, expect a lifelong course, include school interventions in the desired treatment plan, and address academic and social outcomes. Compared to parents of boys, parents of affected girls were less likely to expect short duration of ADHD. Further research needs to be done to address the etiology of cultural and gender variations of explanatory models for ADHD, and to examine how specific explanatory styles affect help-seeking, treatment adherence, and outcomes for this important, treatable childhood condition. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

In this study we examined parent and teacher agreement at the item level of the newly revised Child Behavior Checklist/1 1/2-5 (CBCL/1 1/2-5) and Caregiver-Teacher Report Form/1 1/2-5 (CTRF/1 1/2-5) in 505 preschool children from low-income and predominantly African American families. Parents generally rated more children as having problem behaviors than did teachers. Lack of agreement between parents and teachers at the item level was indicated by low correlation coefficients, kappa values, and co-identification of children with specific behavior problems. High levels of parent-teacher agreement were obtained only when rank orders of problem behaviors were compared. No significant sex effect was found on parent and teacher agreement at the item level. Problem behaviors most often indicated by parents and teachers reflected the roles and responsibilities of parents and teachers in the home and school settings. Our findings suggest informant and setting specificity of parent- and teacher-identified problem behaviors in young children. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

Studied long-term outcomes in intellectual development, school program, and academic achievement related to early childhood educational intervention in a sample of 111 children from low-income families (98% African American). The study compared the outcomes in Ss with preschool treatment followed by early elementary treatment (infancy to 8 yrs of age), preschool treatment only (infancy to 5 yrs of age), early elementary school treatment only (5–8 yrs of age), and untreated controls. At age 15, 7–20 yrs after any treatment was provided, Ss who had preschool treatment scored significantly higher on individually administered tests of reading and mathematics and had fewer instances of grade retention and assignments to special education
compared to that of controls. Results support the relative efficacy of preschool treatment over that given in early elementary school. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

This article highlights a study of African American women holding doctoral degrees in the field of special education and their experiences in composing scholarly agendas. It includes a plethora of themes regarding their resistance to the dominant cultural paradigm as it relates to initial experiences with special education programming, doctoral studies curricula, motivational supports, processes of hiring, and critical concerns for the field of special education. Each of these themes is contrasted with descriptions in the literature to provide better understanding of the unique perspective of Africana feminist scholarship. The findings from this study contribute new dialogue to professional development in higher education special education. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

With numbers that exceed their proportions in the general school population, African American males are the number one candidate for placement in programs for students with serious emotional disturbance (SED) and thus experience the poorest school outcomes. Much attention has been given to disproportionality, which continues to be a thorny and intractable issue. This brief article urges educators to focus more attention on appropriate and successful interventions within a continuum of educational services for this population. Case examples are presented. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

This issue of "Linguistics and Education" and the next (Volume 7, Number 2) are devoted to studies and discussions of Africanized English and school education. The intent is not to be comprehensive or even to represent the range of recent studies and issues about Africanized English, which are currently being addressed by linguists, sociolinguists, and educational researchers, among others. Rather, a small number of key issues, directions, and questions are highlighted to focus attention on the changing contexts in which scholarship on Africanized English and school education is taking place. Toya Wyatt's article (see record 2005-16757-002) focuses on language development and provides a brief review of language development studies of children who are African American Vernacular English speakers. Ametha F. Ball's article, (see record 2005-16757-003) replicates Torrey's (1972) study of African American children's use of various forms of the /-s/ suffix, including a modified replication of the instructional component. Although there are educational implications, Ball's study highlights the complexity involved in theorizing the use of a specific linguistic feature, such as the /-s/ suffix. Lisa Green's article, (see record 2005-16757-005) highlights two classes of verbs, auxiliaries and aspectual markers, in African American English. Her study is part of that body of research that documents the systematicity of the language. Cecilia Davidson and Richard Schwartz's article, (see record 2005-16757-004) highlights two very important issues in the study of language diversity. The first is the connection between Jamaican Patois and African American Vernacular English. The second, which is foregrounded in their article, is the contribution of studies of linguistic diversity to fundamental aspects of linguistic theory. Davidson and Schwartz's study, as well as others in this volume, contributes both to theoretical understandings about bilingualism and to theorizing about the nature of semantic boundaries. Too often, studies of linguistic diversity are only appreciated for their contribution to an understanding of a particular language or dialect. What is often overlooked is their contribution to the foundations of linguistic theorizing. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

This issue of Linguistics and Education is devoted to the study and discussion of Africanized
English and education. The article, "The Law, Linguistics, and Education: Educational Reform for African American Language Minority Students," suggest that linguists need to play a more active role in the education process of children who speak Africanized English. The article, "Dialect Readers Revisited," reopens questions about the relations of language diversity and the nature of the instructional materials that beginning readers are given to read in school. "Talking That Talk" highlights teacher-student interaction. In this article, the author calls for attention on the sociocultural and sociopolitical nature of learning rather than studying linguistic features alone. At the end of this volume, a select bibliography is provided of articles and studies of Africanized English published in last 10 years. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Four low-achieving 5th-grade Black boys with behavioral disorders tutored sight words to 4 low-achieving 2nd-grade Black boys with behavioral disorders. Four 5th-grade and 4 2nd-grade Black boys with behavioral disorders who did not participate in the tutoring program served as comparisons. The effects of the tutoring program on social behaviors were assessed through direct observations and ratings by classroom teachers. Similarly, self-ratings of social competence were obtained on all students. Percentage increases in sight words were greater for all tutors and tutees compared with those of their nontutoring peers. Positive social interactions were observed during tutoring, and teacher ratings were more favorable for tutoring students. The intervention appeared to have no effect on self-perceptions of social skills. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


The purpose of this study was to determine if the application of a regression equation to a standard score formula or the use of two different low-achievement cut-off criteria would equalize the proportion of White to African-American students made eligible for learning disabilities and to determine the possible effects of other aspects of the eligibility process. The authors reviewed 6,036 learning disabilities (LD) eligibility reports from 137 school systems that represent 88% of the Georgia student population. The results indicate that the regression equation and the two low-achievement cut-off criteria significantly increase the number of both White and African-American students who would be eligible for LD when compared to the standard score formula only. However, none of these alternative criteria was successful in equalizing the proportion of white to African-American students. The authors examine the issues of disproportionate referral of students, the use of IQ-achievement discrepancy criteria, and the question of how students with low IQs will be served. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


African American students are disproportionately likely to be identified with the emotional disturbance (ED) education disability. To investigate how teachers' perceptions of students might vary by race, we analyzed Black and White teachers' ratings of 769 students with ED, subdivided by race and grade level, on six emotional and behavior problem variables. Results did not support the position that, among students with ED, overrepresentation of African Americans arises from racial bias in teacher perceptions of emotional and behavioral problems; however, there were several interesting main and interaction effects. Discussion focused on implications of present results for the continuing issue of race disproportionality among students with ED, as well as several lines of research that might clarify race disproportionality and related issues in identification of students with ED. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

In this study, the authors compared the self-reported needs of and sources of supports for African American and European American caregivers of young children with disabilities living in urban and rural areas. One hundred twenty caregivers of young children in one state's early intervention (El) system responded to two instruments, the Family Needs Scale (Dunst, Cooper, Weeldreyer, Snyder, & Chase, 1987) and the Family Support Scale (Dunst, Jenkins, & Trivette, 1996). African American and European American caregivers differed significantly regarding family needs, whereas urban and rural caregivers differed significantly on the overall level of support they reported. Interactional effects were also found. El systems must take into account such differing needs and sources of support when developing policies and services for young children with disabilities and their families. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

The purpose of this exploratory study was to examine the associations between the student-teacher relationship and outcomes for African American students who were behaviorally at-risk for referral to special education. Students were identified by their teachers as having behavior problems. Participants were 44 students and 25 teachers from two suburban and three urban elementary schools in a mid-western state. A multi-rater, multi-method approach was used. As teacher-reports of student-teacher relationship quality increased, there were also increases in positive social, behavioral, and engagement outcomes for students. Similarly, as student-reports of student-teacher relationship quality increased, there were increases in positive behavioral, engagement, and academic outcomes. Additional analyses of dyadic relationship patterns showed that as the relationship pattern improved (moving from negative concordance to discordance to positive concordance), there were increases in positive social, behavioral, and engagement outcomes for students. Implications for school practice are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

African American youths are often overrepresented in programs for the mentally retarded. Possible explanations for this phenomenon include stereotypes related to abilities, different social and educational environments, and problems of instrumentation used in identifying mental retardation. This study reviewed the files of all first- through fifth-grade students in a large mid-western city who had already been identified as mentally retarded and placed in special education in order to determine how often that district's own criteria for placement were precisely met, and, when they were not, the reasons for the deviations. Findings show a significant difference in the rates of placement using precise criteria between African American and white students. In addition, significant differences were also found in the rationale for the placement where precise criteria were not followed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

The number of African American women infected with the human immunodeficiency virus (HIV) and the acquired immunodeficiency syndrome (AIDS) is alarming. As with any other reaction to catastrophe or life threatening diseases, from the time African American women first learn of their HIV-positive serostatus they navigate various levels of acceptance and a multitude of mental health issues. This manuscript explores these issues related to African American women with HIV/AIDS. Careful consideration is given to the stages of adjustment and related mental health challenges that women might experience. Also explored are the reciprocal impact of children, other family members and significant others on the mental health status of African American women living with HIV/AIDS. Implications for clinical practice are also identified. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)
Examined the perceptions of 21 special education administrators in Ohio about multicultural in-service training and the nature of their exposure to multicultural education (ME). Most of the Ss perceived that special education teachers who work with African-American students should participate in ME in-service training that focuses directly on issues relevant to African-American youth and their families. 20 Ss had conducted a workshop/seminar or had taught a course in ME, but only 4 of the Ss stated that they had received formal training in ME. Author recommendations include the need for special educators to actively participate in high-quality, ongoing, multicultural education in-service programming conducted by personnel who have been formally prepared. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Describes practices aimed at reforming the American educational system with respect to improving the educational well-being of gifted students in general and gifted African-American students in particular. The history of educational reform proposals is addressed, as are the failures of these proposals in meeting the needs of gifted African-American students. Present models emphasize high achievement and increased learning motivation, parental and community involvement, and other variables compatible with African-American student learning styles so that both equity and excellence in public education are adherent in the programs. An educational reform movement that took place in Kentucky is described, which covers both school-based services and services for the preschool students and families of students. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Discusses the lack of African American (AA) students in gifted programs (GPs) and provides possible explanations. Exclusive reliance on IQ scores results in many gifted students (GSs) being ignored. The importance of the US Department of Education's inclusion of "potentially gifted" in the definition of a GS is noted. Underachievement among AA students can be overlooked if AA students do not show achievement in the same way as White students. Misunderstanding of cultural differences and inadequate preparation of teachers to work with students from diverse cultures or to identify GSs can prevent AA students from being placed in GPs. Recommendations for desegregating GPs include multicultural and gifted preparation for teachers, increased parental involvement, and multimodal and multidimensional assessment strategies. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

The purpose of this article is to provide readers with an overview of Curriculum-Based Measurement (CBM). Special education is often used for meeting the needs of African American children and youth. Assessment reform is needed that emphasizes reliable and valid alternative assessment, linkages to the curriculum, and progress monitoring. CBM may be a viable alternative to current norm-referenced assessment practices that are often biased toward African American children and youth. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

Examines 6 theoretical assumptions about culturally sensitive instructional practices for culturally and linguistically diverse learners. A review of the literature shows the relationship between affective, culturally sensitive instructional practices and high academic achievement among African-American learners. It is suggested that the following instructional strategies are effective with African-American learners: task variability, culturally sensitive teacher–student interaction,
and social learning in peer groups, cross-age groups, and cooperative learning groups. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Investigated whether there were significant differences between African American and Caucasian students on critical thinking and learning style. 52 Caucasian and 51 African American students responded to Watson-Glaser Critical Thinking Appraisal and the Inventory of Learning Processes (a learning style inventory). Analyses of variance showed that Caucasian students had significantly higher mean scores than the African American students on 4 subtest scores of the critical thinking: Inference, Deductions, Interpretation, and Evaluation of Arguments, and the Total Critical Thinking score. There were no significant differences between the 2 groups on the learning style inventory scales. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Reports the results of peer-mediated instruction and interventions on the academic performances of urban at-risk students in an after-school program. The focus was on reading and math skills. The students in this project were African-American males (aged 9 yrs 1 mo to 11 yrs 9 mo) who attended an urban elementary school. The after-school program was a partnership between a large predominately African-American church, a public school, and The Ohio State University's (OSU's) College of Education. Students from the OSU's elementary education and special education programs worked along with the men of Mt. Olivet Church to provide educational opportunities for urban at-risk students. The improvement in both reading and math performance of urban at-risk students in this study is consistent with the findings of other researchers (J. K. Posner and D. L. Vandell, see record 1994-40682-001). (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Almost 50 yrs after the Brown v. the Board of Education of Topeka, Kansas (1954) decision there are still inequalities in the education system. African American children, particularly those living in impoverished communities, are at increased risk for special education referral. This paper examines causes for the disproportionate representation of African American students in mild mental retardation and serious emotional disturbances special education categories. It also provides recommendations to promote positive academic and social behavior for African American students that may prevent the students' need for specialized education services. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Examined effects of stress reduction strategies on levels of test anxiety experienced by 14 learning-disabled male African-American 5th graders compared with 14 matched, untreated controls. The experimental method consisted of stress reduction training (breathing, concentration, and movement exercises) given over the course of the school year. Levels of test anxiety were measured by the Test Anxiety Scale for Children. At the end of the year students in the experimental group were significantly less anxious during test-taking situations than were controls. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


While it is recognized that self-concept and self-esteem affect the academic achievement of students, few publications have focused on the affective and psychological needs of students who are gifted and ethnically or culturally diverse. In this article, we extend the discussion of self-concept and achievement by focusing on how racial identity development affects the achievement
of gifted African American students. We argue that few efforts, designed to improve gifted Black students’ achievement and social-emotional well-being, will be successful until educators focus specifically on their racial identity. While we acknowledge that a focus on racial identity is necessary for all African American students, we are most concerned in this article with gifted Black students because so few have been identified as gifted. Along with describing racial identity development and issues facing gifted African American students, we offer solutions for change.


Despite the promise of Brown v. Board of Education, segregation is alive and well in today's schools. African American students are overrepresented in special education, have higher dropout rates, are suspended and expelled at higher rates, and are subject to persistent educational inequity. The role of psychoeducational assessment at the intersection of difference and disability has contributed to the persistent misidentification and overrepresentation of African American students in special education. However, paradigms for assessment hold promise for fulfilling the hope of Brown in tomorrow's schools. In order to describe the impact of past and present psychoeducational assessment practices on African American learners, we track the evolution of psychoeducational assessment in the context of three eras: (a) prior to Brown, or "old schools"; (b) post Brown, an era of hope for "new schools"; and (c) the situation in today's schools. The education of African American students and students with disabilities emerge as parallel and intertwined throughout this history.


Examined summary data from a US Office for Education civil right survey of American school in terms of 3 specific types of school responses to children's misbehaviors: corporal punishment, suspension from school, and placement on Special Education for the Behaviorally Disordered. Data were collected from 43,034 public school, representing more than 25 million students. Extremely large disparities in rates for African American boys vs those for girls and boys of other race/ethnicity groups were found. In all 3 categories of response, African American males were most frequently punished. Results suggest that selectivity may be operating through punitive/exclusionary measures when responding to children’s behaviors.


Investigated a small group of students who had been labeled as at risk by their schools and who participated in an after-school compensatory program for economically deprived adolescents. Findings suggest that this group, made up predominantly of poor, academically unsuccessful African-American students, partially accepted and ultimately rejected the status attainment ideology promulgated within the program. The students spoke a belief in this ideology but failed to act upon it for several reasons discussed in the article. B. Hamovitch concludes by positing 2 different ways in which adults could better represent the interests of these young people: by creating different forms of compensatory education programs or by setting up African-American alternative schools that foster the education of these young people.


Reviews 7 articles, published 1986–1992, on the causes and implications of the pattern of low parental participation of African-Americans in the special education process. Strategies to increase parental participation and to improve interaction between parents and professionals are considered.

Presents an overview of what is known about special education professionals' interaction with African-American (AA) parents and posits that the structure of AA parents' participation reflects two dominant traditions in professional thought. They are (1) a deficit view of AA families and (2) the deficit view of children's learning difficulties on which P.L. 94-142 is based. These deficit views, together with the focus by many professional educators on legal compliance rather than collaboration, have cast parents in the role of consent-giver in a grossly asymmetrical form of discourse, with power residing mostly with professionals. Including parents in assessment, placement, policy making, and advocacy would restore the balance of power in parent-professional discourse. Future research should focus on documenting egalitarian participation structures for AA parents and on action-oriented ethnographic studies. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Investigated, over 3 yrs, the participation of African-American parents of 24 preschoolers in special education programs in a large urban school district. Data were collected through ethnographic interviews with parents and professionals, observations of conferences, and examination of students' documents. Despite current perceptions of low levels of participation by African-American parents, the data show consistent initial efforts by families to support their children's schooling, eventually giving way to disillusionment with the separations created by special education placements and the lack of avenues for parental influence. Ways for professionals to move from preoccupation with compliance to true communication are explored. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Examined parental views of effective early instruction and their role in the process, using findings of a 3-yr qualitative study of the views of parents of 18 regular and 18 special education African American students to illustrate the gap between the knowledge base of teachers and parents on the topic of early literacy development. The study used ethnographic interviews to track parental perspectives from their children's enrollment in a preschool regular education program until the 1st grade. Interviews revealed a strong parental belief in the need for explicit instruction in "the 3 Rs," with an emphasis on phonics instruction for the accomplishment of early literacy. The discussion explores how ethnicity and social class might affect parental perspectives and calls for teachers to take a proactive approach to including parents in the dialog about pedagogy. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Discusses the placement of African American males in special education programs focusing on one of the more detrimental outcomes of the social forces that mitigate against Black males in school and society. Results reveal that educational programs are biased against Blacks. The group in special education is represented in greater proportion than their percentage in schools. Data from various sources to support the argument is presented. Various classifications to understand the concept of disability are discussed. On the basis of the reviews recommendations are made to help ameliorate the situations discussed. The African Americans should be respected and their talents recognized and developed rather than interpret their differences as deficits. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


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This article focuses on the discrepancy between school personnel's negative stereotyping of African American families and the family information gleaned by ethnographic research. Using
findings from a 3-year ethnographic study of the special education placement process in a culturally diverse urban school district, we describe the general atmosphere of negativity that prevailed among school personnel with regard to African American families living in poverty. The article focuses on the families of three case study students who were referred to special education. Home visits and ethnographic interviews with caregivers revealed family strengths that were neither known nor tapped by school personnel. We interpret the findings in terms of the power of cultural capital and the discrepancy between the schools' perceptions of such capital and the capital actually possessed by families. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

This article discusses the construction of the "emotional disturbance" (ED) category in the cases of four African American elementary students. These cases represent a sub-set of data from a three-year ethnographic study of the special education process in a large, culturally/linguistically diverse school district. Based on interviews, observations, and examination of students' records, the data revealed three inappropriate, yet significant, contributors to the children's classification as ED: inadequate instruction/behavior management prior to referral, exclusion of contextual classroom information from the decision-making process, and subjective/arbitrary evaluation processes. Presented is a cross-case thematic analysis of these complex and problematic processes and their outcomes. The authors call for a reconsideration of "ED" to reflect a behavioral continuum rather than the current categorical formulation, a more holistic view acknowledging the contribution of school contexts in the evaluation of children's difficulties, and research focusing on effective, preventive practices for all children with troubling behavior. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

The stories of 3 students from low socioeconomic backgrounds highlight significant issues in educating gifted students living in poverty. Major themes uncovered across the 3 cases included educators who looked beyond the circumstances of the students and maintained high expectations, the positive influence of enriched teaching-learning opportunities and extracurricular activities, and the success of a mentoring approach with the students. Based on these findings, implications for educating children living in poverty are also discussed. The 3 students discussed are: (1) Jermaine, an African-American elementary school student from rural Alabama, (2) Jamison, a white elementary school student from rural Iowa, and (3) Claire, an African-American high school student from an impoverished urban community in Connecticut. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Args for the need of a new paradigm in special education for African-American students. A model based on the work of R. Feuerstein (1980) is advocated. It is suggested that appropriate special education services must be pedagogically valid and culturally sensitive and salient. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Explored differences in the special education programming of African-American and Caucasian students. The school records of 230 3rd- through 5th-grade students (162 males and 68 females) identified as having a learning disability from four school districts in Delaware were examined. Data on 102 variables related to special education referral, identification, and placement were coded from the records and analyzed. Analyses of variance were used to identify main effects for each variable and its interaction with race. Although a clear pattern was found in variables related to restrictiveness of placement, the pattern was found to be similar for African-American

This study synthesized the literature on the rates of referral for intervention or assessment of students from three racial groups: Caucasian, African American, and Hispanic (aged 5-21 yrs). Ten studies, published or unpublished, that presented frequency counts for the population and the referred sample for at least one school district yielded 44 comparisons. For comparisons between African American and Caucasian students, the mean risk ratios comparing the referral rates were significantly different from zero. No significant differences were found between the referral rates of Hispanic students and Caucasian students. Implications, limitations, and directions for future research are presented. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Disproportionate placement of African American and Hispanic students into disability and special education categories may result from true behavioral and cognitive differences, bias in assessment and referral, or some combination of the two. Studies of commonly used ADHD rating scales suggest teacher bias may contribute to placement discrepancies. This investigation compared teacher ratings of ADHD symptoms on the Conner's Teacher Rating Scale-Revised Long Version (CTRS-R:L; Conners, 1997) and the ADHD-IV: School Version (DuPaul, Power, Anastopoulous, & Reid, 1998), with objective classroom observations from the Behavioral Observation of Students in Schools code (BOSS; Shapiro, 2003). Participants were first through fourth grade students (N = 172; 120 male) classified as Caucasian (n = 112) or ethnic minority (17 African American, 38 Hispanic, 5 African American and Hispanic). Contrary to hypothesis, results showed teacher ratings of ethnic minority students were more consistent with direct observation data than were ratings of Caucasian students. Findings suggest teacher ratings of ethnic minority students may more accurately reflect true behavioral levels. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


This study measured the relationship between outcome expectations, outcome value, and cultural mistrust among African American male high school students (N = 75) attending an urban, Southern California school. We hypothesized that a negative perception of the dominant culture would negatively affect academic outcome expectations and academic achievement values. The results indicated, as hypothesized, a significant inverse relationship between cultural mistrust and outcome expectations. There was also a significant relationship between cultural mistrust and outcome value. In addition, cultural mistrust and outcome value were significant predictors of academic outcome expectations. Findings are discussed in terms of the importance of understanding sociocultural influences on achievement motivation among ethnic minority youth. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Although most African Americans are aware of the importance of education, many still continue to suffer from poor school achievement. School failure, high rates of educational dropout, low college enrollment, over representation in special education classes, and low standardized test scores reflect a pervasive problem of educational underachievement among African Americans. Our work with African American males reveals a positive relationship between cultural mistrust and oppositional cultural attitudes and an inverse relationship with outcome expectations, outcome value, and academic achievement. Cultural mistrust is a significant predictor of academic achievement. As African American males' mistrust increases, their academic outcome
expectations decrease. As mistrust increases, oppositional cultural attitudes also increase. Students with high cultural mistrust, oppositional cultural attitudes, and low valuation for educational outcomes have lower expectations for the benefits of their educational outcome. A presence of cultural mistrust and oppositional cultural attitudes clearly undermines educational outcome expectations. These findings have implications for educational research and practice, particularly concerning the education of African American males living in urban environments. Resistant cultural identity or cultural mistrust may be early markers of risk status for educational underachievement. School policies and practices that support identity development may help more African American youth cultivate a strong positive cultural identity that is consistent with academic achievement. African American students who value outcomes associated with education and who exhibit oppositional identities may not anticipate being able to achieve those outcomes through educational means. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Discrimination if education directs and affects the ability of Black males to survive in American society. Perhaps the most troublesome literature in this area concerns the disproportionate placement of Black boys into special education programs. The purpose of this exploratory research conducted in Florida was to examine descriptive data published by the Florida Department of Education to analyze the distribution of African American students in EMH (mild mental retardation) and TMH (moderate mental retardation) programs over time. This was accomplished by using data spanning 22 years from the 1975–76 school year through the 1996–97 school year. The 1975–76 school year was selected for the beginning of this analysis because it corresponded with the passage of the PL-94-142: The Education for All Handicapped Children Act, marking the start of current special education placement policies and procedures. Findings show there is a significant difference between Black and White student placement in EMH programs. In the TMH program there is more equal racial distribution, and the racial differences are extremely stable over the 20-year span. Factors contributing to and solutions for the uneven and mostly unfair classification of Black males to special education status are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Used a multilevel universal intervention program for at-risk students and those identified as having emotional and behavioral problems in urban schools. The program addressed classroom management, social skills, and peer tutoring. Students at risk or with emotional and behavioral disorders (EBD) were selected based on the Systematic Screening for Behaviors Disorder test. This sample included 21 boys and 3 girls in K–7th grade, with 16 African American and 8 Caucasian students. An experimental-control, posttest design was used to analyze data from a target group and a control group. Direct observations revealed differences in on-task, positive recess interaction and play, aggression and, out-of-seat behaviors. Teacher reports indicated significant differences for appropriately requesting attention, following directions, and reducing disruptive behaviors for the target group. Implications for early prevention and behavioral support systems for students with or at risk for EBD are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Inappropriate assessment procedures result in the misdiagnosis, misidentification, and misplacement of many African American students in special education. This article discusses poor teacher judgment, lack of cultural awareness among teachers, cultural discontinuity between home and school, and bias inherent in current tests used in special education as contributing factors. The authors conclude with a model for culturally responsive assessment of African American students.
Discusses the work of 5 scholars who sought to establish a literature about gifted African-American children: (1) H. M. Bond (1924, 1927), (2) L. S. Proctor (1929), (3) A. J. Terwilliger (1934), (4) M. D. Jenkins (1943, 1950, 1952), and (5) V. Theman (1932, 1942, 1949, 1950). The social milieu in which these scholars worked, possible reasons why their research has been neglected, and the importance of their contributions to the foundations of this field are discussed.

In the present quantitative and qualitative study, school psychologists provided responses to a paper-and-pencil survey about their perceptions of the disproportionate representation of African American students in special education. They described their perceptions of the causes and solutions for overrepresentation by providing ratings on structured items as well as responding to open-ended questions. Respondents’ previous training in multicultural issues was assessed using an original scale based on recommendations for school psychological practice with racially and culturally diverse students. An important goal of the study was to understand school psychologists’ beliefs about disproportionate representation because they are often considered the doorkeepers of special education. Results of a principle components factor analysis revealed that participants considered lack of parental involvement and broadly defined cultural disadvantage, the failures of both the regular education and special education systems, and pressures from parents and teachers to place African American students as the most influential factors that represent African American students in special education. Furthermore, the self-reported cross-cultural competence of participants was found to be associated with the likelihood that solutions to the above named problems would be implemented.

Psychologists who test children for possible special education placement are obliged to incorporate parental input into the assessment process. This investigation studied the utility of a multidimensional, parent-informant questionnaire, the PIC, as a screening measure for the need for special education services. PIC profiles from children in regular classrooms and classrooms for the learning disabled, emotionally impaired, and mentally impaired were used in discriminant function analyses to develop a set of hierarchical classification rules. Results of analyses within both a derivation and a replication sample indicated reasonable high correct classification rates for these rules. Also, results within a 3rd sample of African-American and White children matched for IQ suggest absence of classification bias by race. Implications of these results for use of the PIC in school assessments are discussed.

Reports an error in the original article by R. B. Kline et al (Psychological Assessment, 1993[Sep], Vol 5[3], 307–316). A correction was made to the 1st classification rule in Figure 2. (The following abstract of this article originally appeared in record 1994-16019-001.) Psychologists who test children for possible special education placement are obliged to incorporate parental input into the assessment process. This investigation studied the utility of a multidimensional, parent-informant questionnaire, the PIC, as a screening measure for the need for special education services. PIC profiles from children in regular classrooms and classrooms for the learning disabled, emotionally impaired, and mentally impaired were used in discriminant function analyses to develop a set of hierarchical classification rules. Results of analyses within both a
derivation and a replication sample indicated reasonable high correct classification rates for these rules. Also, results within a 3rd sample of African-American and White children matched for IQ suggest absence of classification bias by race. Implications of these results for use of the PIC in school assessments are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Currently, there is limited research about the relationship between academic, mental health needs, and special education status among populations of incarcerated youth. Additionally, little is known about differences between special education and general education students, or about differences between detained and committed populations. This article reports the results of an investigation of the academic achievement, mental health history, and special education status of 555 detained and incarcerated boys in one mid-Atlantic state. Descriptive data and results from a logistic regression analysis are reported. We found that mean standard scores of participants on standardized achievement tests were one standard deviation below the population mean. We also found high rates of participants with disabilities, and high rates of participants reporting prior therapy and prior use of psychotropic medication. In addition, we found that student academic and mental health characteristics obtained through an intake screening protocol were predictive of special education status, but not of placement in detention or commitment settings. Finally, we found that African American students had a significantly higher risk of being committed than Caucasian students. Implications for future research and practice are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


The purpose of this survey was to investigate the perceptions of regular education teachers on the utility of individualized education plans (IEPs) for children with disabilities within an inclusive classroom. One hundred and twenty three regular education teachers from Alabama and Georgia were respondents. Twenty-six percent of respondents were African American, 72% were Caucasian, and 2% of respondents' ethnicity was unknown. Forty-two percent of the respondents were teachers in Alabama schools and 58% were teachers in Georgia schools. Results indicated that the majority of regular education teachers perceived IEPs as useful tools in curriculum preparation and teachers were active participants in the IEP process. However, responses also suggest that additional training is warranted. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


This study examined what proportion of reading intervention experiments published in a sample of prominent, peer-reviewed education research journals evaluated the impact of the reading intervention on African American students. The last 10 years of articles from the Reading Research Quarterly and the Journal of Educational Psychology and all volumes of the journal Scientific Study of Reading (totaling 8 years) were hand searched. This search yielded 971 research articles, of which 8.14% (n = 79) reported reading interventions; none of these reading interventions reported outcomes by race, and only 2, 0.21% of the research articles, included 85% or more African American participants. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Overrepresentation of African American boys in disciplinary and special education referrals has been a national concern. This study used functional behavioral assessments (FBAs) and behavioral intervention plans (BIPs) as a means to prevent disproportionality of African American boys. Based on FBA results, interventions were developed for four elementary students to include skill training, differential reinforcement, and a self-monitoring program. The interventions not only meaningfully reduced the students' target problem behaviors to a level similar to that of their
comparison peers, but also produced positive outcomes for their alternative replacement behavior. The across-setting generality effects, however, were limited. Implications are discussed regarding the efficacy of FBAs and BIPs for African American boys at risk for and with disabilities. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

Martin, D., & Martin, M. (2007). Implementing a family/school partnership in an urban elementary school to reduce negative behavior and increase academic achievement. *Family Therapy, 34*(3), 141-152.

One of the most consistent findings in social science research is the underachievement of African American students (Fan, 2001). While school counselors, family researchers, and related professionals often use character education or other social skills training programs to improve school achievement, there is little research evidence as to the effectiveness of these programs. This article describes an innovative intervention program called the "Williamson Project" which involved parents, community leaders, and school personnel in a comprehensive effort at an urban elementary school. Results indicated significant improvement in academic achievement in state-mandated achievement testing and a decrease in behavioral problems. Implications drawn from this study include: (a) a need to develop character traits within classroom expectations with input and approval of the local community, and (b) a need to further investigate the role of changing student behavior and achievement by restructuring school environments to resemble their family environments and culture. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Reviews literature published during the period 1975-2002 concerning multicultural and bilingual special education. Culturally and linguistically diverse students with disabilities, especially African-American students, have been disproportionately represented in special education programs. Of the articles reviewed, a third discussed cultural/linguistic issues from a cross-categorical perspective of disability; 55% focused on multiethnic issues. In literature that addressed specific racial/ethnic communities, African-American and Latino students and families received the greatest attention. Identification and assessment of learning disabilities and speech/language disabilities were most common research topics. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Examined African-American early childhood teachers' decision to refer African-American children for special education services. 11 African-American pre-kindergarten and kindergarten teachers (aged 27-53 yrs) completed interviews concerning disability issues, attributes of difficult students, attitudes of faculty towards African-American students, influence of others on the decision to refer, expectations held for African-American students, influence of students characteristics on expectations, and ideal student characteristics. Additional collected data included classroom observations. Results show that many Ss did not feel they possessed adequate knowledge needed to assess students' disabilities. All Ss reported a need for extensive staff development training concerning learning disabilities. Approximately 82% of Ss felt that they held higher expectations for their African-American students than did their European-American counterparts. Two determinants that influenced the decision to refer were extreme behavior and a perceived disability. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Drawing on a larger study, this article is based on the findings of individual interviews and biographical questionnaires conducted with 10 African American males in special education. These students attended two low-performing, urban high schools located in the midwestern part
of the United States. Using critical race theory as the theoretical framework, this article focuses on these students' perceptions of school counselors and their attitudes toward school counseling services. Implications, based on the findings, are given to school counselors. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


We used a large sample of singleton children to estimate the effects of socioeconomic status (SES), race/ethnicity, gender, additional socio-demographics, gestational and birth factors, and parenting on children’s risk for learning-related behavior problems at 24 months of age. We investigated to what extent these factors increased a child’s risk of displaying inattention, a lack of task persistence, disinterest, non-cooperation, or frustration as he or she completed a series of cognitive and physical tasks with a non-caregiver. Results indicated that boys are about twice as likely as girls to display learning-related behavior problems. Children from lower SES households are about twice as likely as those from high SES households to display such behavior problems, which is largely attributable to the effects of having a mother with a low educational level. Statistically controlling for these factors, we found consistently significant patterns of elevated learning-related behavior problems for some Asian and Native American children. Results for African-American children were mixed. Hispanic children did not have consistently elevated risks of problem behaviors. Only small portions of these effects are explained by variation in the children's gestational or birth characteristics. A significant portion, but still less than half of the sociodemographic effects are attributable to measured features of the children’s parenting. This study helps provide population-based estimates of children’s risk for learning-related behavior problems while at an age when early interventions are most effective. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


This article examines juvenile correctional facilities, the populations served, and the educational programs offered. Statistical information on the social indicators for young African American males, who are overrepresented in the juvenile correctional system, provides the backdrop for a profile of incarcerated youth. The profile is expanded through the examination of special education programs and the role they play in the placement of young African American males in less than ideal educational settings and the implication these placements have for academic programs in juvenile correctional facilities. Case studies link reality to the statistics and topics discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


This qualitative investigation examines factors and processes associated with high school graduation in a high-risk urban context. Participants include 11 graduating seniors with learning disabilities, all of whom are African American from low-income backgrounds. These youth are interviewed on multiple occasions to determine how protective factors and processes contribute to their school persistence. Case studies of these youth indicate that there are a number of important factors and processes that they believe contributed to their ability to complete high school in an environment where approximately 80% of youth fail to complete school with their incoming freshman class. Broad themes associated with school persistence among these youth include individual, family, peer, and teacher factors. Specific processes underlying these themes are examined, and the implications of these findings for teachers and other school professionals are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


This study examined teachers' perceptions of African American males' aggression and
achievement and the need for special education services based on African American students' cultural movement styles (i.e., walking). The participants, 136 middle school teachers, viewed a videotape and completed a questionnaire. To study interaction effects between student ethnicity and student movement and teachers' ratings of student achievement, aggression, and need for special education, a completely randomized factorial analysis of variance was employed. The results indicated that the teachers perceived students with African American culture-related movement styles as lower in achievement, higher in aggression, and more likely to need special education services than students with standard movement styles. Implications for research are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Notes that one of the major issues facing schools today is the problem of distinguishing genuine learning problems from students who come from different cultural and linguistic backgrounds. It is maintained that differences in culture can act as effective barriers for African American students and families in school programming. This article discusses (1) factors underlying the education of African American exceptional learners, (2) multi-dimensional needs of these learners in this new millennium, and (3) ways to enhance empowerment possibilities for these learners. The authors note that general educators often turn to special education for assistance and to some extent, place African American students in at-risk positions that magnify denigrating stereotypes. They argue that although many educational programs contain multicultural content, they are frequently directed toward half-baked measures that downplay the African American experience. As a consequence, many African American learners are misidentified, misassessed, misclassified, misplaced, and misinstructed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

African-American students who fail in school programs are presumed to have a "low" self-concept. However, this view fails to recognize self-concept as an observable, describable, situation-specific, and measurable phenomenon. In addition, it ignores the cultural biases and prejudices inherent in current self-concept assessment tools. In contrast, the operational model of self-concept, which defines self-descriptive behavior, permits identification of styles, strengths, and weaknesses in the areas of self-concept. Dividing the self-concept of African-American students into discrete construct areas provides avenues for uncovering specific areas of self-concept that need enhancement. Methods for enhancing self-concepts of African-American students and accommodating multicultural perspectives are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Discusses issues regarding the education of African American students with problem behaviors, concentrating on issues raised by K. Sullivan et al (1990) in their examination of the teaching profession. F. E. Obiakor et al attempted to challenge general and special educators to revisit identifying procedures, assessment techniques and instructional strategies needed by African-American students. A historical overview revealed that a lot of energy has been spent on debating about definitions, theories, and intervention models while students suffered. It seems an unrealistic focus on "quality" education was adopted by reform and restructuring movements while the human attributes and ethics necessary to reduce tension in a changing, complex society were ignored. It is noted that educators need to come to terms with theory and practice, and start looking at African American students from a developmental perspective. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Students with emotional or behavioral disorders (EBD) often have been identified on the basis of their social competence deficits. The overrepresentation of African American students in special
education programs for EBD has been recognized for decades. This suggests that African American students with EBD have been in urgent need of social skills training (SST) if they have not been misidentified. Given that sociocultural contexts influence social behavior, there is a need to advance culturally sensitive SST research. This paper reviews SST research studies with African American students with EBD, including the extent to which researchers incorporated a sociocultural perspective in the design, implementation, and reporting of their research. Implications of the findings and suggestions for future research and practice are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Provides current information on the representation of African American students as mildly mentally retarded (MMR) and seriously emotionally disturbed (SED) and describes the influence of economic, demographic, and educational variables on the identification of minority students for special education. The sample consisted of the districts selected for the Fall 1992 Elementary and Secondary School Civil Rights Compliance Report survey. Odds ratios were constructed for MMR and SED to describe the nature and extent of disproportionate representation. Regression models were tested to investigate the influence of a set of school-related demographic and fiscal variables on disproportionate representation. Results indicate that African American students were about 2.4 times more likely to be identified as MMR and about 1.5 times more likely to be identified as SED than their non-African American peers. Economic and demographic variables were significant predictors of disproportionate representation but influenced identification of students as MMR and SED in different ways. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Notes that increasing emphasis has been placed on providing augmentative and alternative communication (AAC) systems to young children with disabilities to assist them in receiving a free and appropriate public education. This article focuses on AAC issues relevant to young African American children with disabilities and their families. Specific areas addressed include family issues and assessment. It is concluded that the issues explored in this article may potentially assist early childhood professionals to more effectively work with African American families and their children with disabilities during the process of making decisions about AAC devices. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


The use of appropriate interventions is a critical component of educating students, particularly African Americans in special education. The purpose of this study was to examine the effects of guided notes on the academic performance of eight African American boys identified as having emotional or behavioral disorders (EBD) and learning disabilities (LD) in special education. Findings indicate that the use of guided notes could be an effective intervention strategy for improving academic performance and positive outcomes for students with EBD. This study supported earlier findings in which guided notes were used during class instruction. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Discusses briefly the persistent patterns embedded in the overrepresentation of African Americans in mildly disabled and emotionally disturbed programs. After reviewing these recurring patterns, a critical-theory mode of inquiry is used to discuss how certain basic assumptions, worldviews, beliefs, and epistemologies used by some special education knowledge producers serve to perpetuate the disproportionality drama. The author concludes by suggesting that the voices of qualitatively different knowledge producers, who are culturally and interculturally
competent, are needed to bring resolution to this persistent challenge. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Examined the racial, gender, intellectual, achievement, and grade-level status of 344 students (aged 5 yrs 6 mo to 18 yrs) who had been referred for learning disability (LD) diagnosis to determine whether student characteristics might influence the misclassification of Ss with respect to LD status. In one-fourth of the cases, Ss were declared either eligible without a severe discrepancy or ineligible with a severe discrepancy regardless of method used (standard score vs regressed standard score) or cutoff value employed (15-point vs 22-point discrepancy). Being White, older, and of higher intelligence and achievement were characteristics of those found ineligible despite a severe discrepancy. Being female and less academically able were characteristics of those declared eligible without a severe discrepancy. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

In this article, major laws, regulations, court cases, policies and practices related to intelligence testing of African American students in California are reviewed. A California Department of Education (CDE) ban on intelligence testing of African American students for the purpose of determining special education eligibility is in effect and enforced by Special Education Hearing Officers (SEHO) and Coordinated Compliance Reviewers (CCR). Although the CDE bases its restrictions on the results of the Larry P. case, we found that (a) the CDE policy runs counter to the ruling and intent of the Larry P. case; (b) overrepresentation of African Americans in special education programs continues despite the use of alternative assessment methods to measure intelligence; and (c) overrepresentation of African Americans in special education is not the result of intelligence test bias, rather, more endemic socio-political inequalities are to blame. We conclude with a discussion of three critical questions to be considered in future responses to the Larry P. court case. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

Examined the academic experience of 10 African-American adolescent mothers (aged 15–19 yrs). Though most Ss had a strong desire to get an education, few had mastered even basic grammatical or verbal skills. Self-reported grades indicated that Ss needed help in academic achievement and that educational deficits existed prior to pregnancy, especially for the 2 Ss who were special education students. All Ss appeared to be at risk for dropping out. Suggested strategies to keep these students in school include school-based clinics, teacher training, sex education, and school-community support. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

A portrait, using grounded theory qualitative methodologies, was constructed of a K-12 school serving urban, African American students, one producing high achievement. The primary data were observations complemented by questionnaire responses and document analyses. Consistent with conclusions in the effective schooling literature, this school has strong leadership, accountability, academic focus, and orderliness. Other aspects of schooling seemed also to support achievement, many consistent with aspects of teaching and learning emphasized in the educational psychology literature. The theory emerging from this study is that the high achievement in this school is caused by multiple factors, including decidedly psychological ones. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

A case study focused on the perspectives of a low-income, African American mother (aged 30 yrs) of a child (aged 4 yrs) with disabilities was presented. How an African American parent may begin to perceive characteristics of special education services and aspects of professional behavior as problematic was discussed as was her growing dissatisfaction with the services and eventual decision to withdraw her participation in the special education process. The mother’s perspective on specific encounters with professionals and the cumulative ways in which these encounters build toward her sense of growing dissatisfaction have implications for professional practice. Further understanding of how African American parents perceive their initial interactions with professionals and how they come to interpret these interactions may contribute towards building increased parental participation and parental satisfaction. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Examined the relationship of gender and ethnicity to normative and construct equivalence of the teacher IOWA Conners Rating Scale (IOWA). The behavior of 3,998 elementary school students (aged 5–11 yrs), particularly attention deficit hyperactivity disorder (ADHD), was evaluated using the IOWA. Results show that both African-American boys and girls received significantly higher scores than did their White counterparts. There was a significantly greater likelihood for African-American males and females to be rated 2+ standard deviations above the mean for inattention–overactivity, aggression, or IOWA Conners Rating Scale scores. A rater ethnicity by student ethnicity interaction was also observed. Confirmatory factor analysis showed that the same 2-factor model was appropriate for both African-American and Whites Ss. Findings suggest that there is construct equivalence across the African-American and White groups, but there remains a question as to normative equivalence. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Attention-deficit/hyperactivity disorder (ADHD) is a common childhood disorder. Research suggests that ADHD is 4 to 9 times more frequent in males than females. Underidentification of females and overidentification in males has been suggested as an explanation for these statistics. As part of the diagnostic process, teachers are frequently asked to complete behavior rating scales. There is lack of empirical data concerning the extent to which gender differences are evident on such rating scales. This study used the ADHD-IV Rating Scale—School Version to examine gender differences in ADHD across different ethnic groups. 1,338 male and 1,298 female Caucasians and 376 male and 310 female African-Americans (all aged 5–18 yrs) participated in the study. Results suggest that the ADHD construct is consistent across gender. However, there are differences across gender and ethnicity. In particular externalizing behaviors in Caucasian children are most salient in terms of discriminating between males and females. Implications for research and practice are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


The identification of students who are gifted traditionally has been grounded in criteria with an emphasis on unitary measures of intellectual ability. The purpose of this research was to evaluate the performance of elementary school children in a Southeastern state identified as gifted using an assessment process based on MI theory, the Problem Solving Assessment, with a comparable group of students referred for assessment but not identified as gifted. We compared scores on statewide end-of-grade reading and math tests to evaluate the performance of African American
and Caucasian students. Although scores for African American students were below those for the Caucasian peers in both groups, the difference between the groups was smaller in reading and mathematics for students identified and placed in gifted programs. We discuss the implications of our findings as they related to identification and program development. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Examination of a nationally representative, longitudinal study of infants and toddlers investigated for maltreatment reveals disproportionate representation of teen mothers, fair/poor health, poverty, and being African-American. Infants are more likely to have special needs reported, substance abusing caregivers, low quality home environment, out-of-home placement, physical neglect, and substantiated maltreatment. At school-age, approximately one-fifth of all investigated infants and toddlers have an Individualized Education Program (IEP), indicating special education placement. Early characteristics associated with having an IEP include poverty, boys, fair/poor health, and low language scores. Hispanic children and those investigated for physical or sexual abuse were less likely to have an IEP. At school-age, infants had lower Woodcock-Johnson-III math subtests scores, whereas toddlers had lower reading comprehension performance. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Examined the relationships between the disproportionate representation of African-American students in emotionally handicapped (EH) programs and each of 15 variables. Data show that as the percentage of the African-American population increased there was a decrease in the overrepresentation of African-Americans in EH classes. One possible cause may be the effects of saturation. Data indicate that there is a decrease in the overrepresentation of African-American students in EH classes when there is an increase in African-American teachers. Findings may result from a bias in the referral process. Data indicate the importance of having African-American teachers in general education classrooms. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


In December 1996, the Oakland California School Board passed a resolution acknowledging the existence and legitimacy of Ebonics and proposed to use this nonstandard variety of English as a strategy for teaching Standard American English. The controversy that ensued was unprecedented in national scope and public hostility toward an educational policy advocated by a local school board. This controversy has important implications for both general and special education involving millions of African American students. In this article, the reasons and myths surrounding the Ebonics controversy are examined and recommendations are made for educating and diagnosing children whose primary dialect is Ebonics. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


An experimental research design was used to examine the effectiveness of a targeted, long-term intervention to promote school completion and reduce dropout among urban high school students with emotional or behavioral disabilities. African American (67%) males (82%) composed a large portion of the sample. This intervention study was a replication of an empirically supported model referred to as check & connect. Study participants included 144 ninth graders, randomly assigned to the treatment or control group. The majority of youth were followed for 4 years, with a subsample followed for 5 years. Program outcomes included lower rates of dropout and mobility, higher rates of persistent attendance and enrollment status in school, and more comprehensive transition plans. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

The persistent and unresolved issue of minority disproportionality in special education provides a strong rationale for ensuring that assessment is culturally appropriate and sensitive. An extensive literature on test bias has failed to find evidence of bias sufficient to fully explain disproportional representation of minorities in special education. Yet minorities in this nation, most especially African Americans, have been exposed to a long history of unequal opportunity and oppression, and these inequities continue to be played out in educational settings. In the face of inadequate cultural and educational opportunity, unbiased tests provide an accurate estimate not only of individual capability, but also of the inhospitable conditions that depress that capability. A failure to take differential educational opportunity into account when considering minority test performance may lead to serious errors of test score interpretation. In the face of unequal educational opportunity, culturally competent assessment thus means more than manipulating the content of tests. Rather, it represents a comprehensive process that uses the results of assessment to identify and remedy educational conditions that systematically disadvantage students of color. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


This study investigated the extent to which the overrepresentation of African American students in more restrictive special education settings is attributable to their overrepresentation in disability categories more likely to be served in more restrictive educational environments. Within 5 disability categories (emotional disturbance, mild mental retardation, moderate mental retardation, learning disabilities, and speech and language), African American students were overrepresented in more restrictive educational environments and underrepresented in less restrictive environments relative to all other students with the same disability. Disproportionality was most evident in those disability categories served primarily in general education settings. Given the social consensus regarding inclusion, disproportionality in restrictiveness of educational environment may represent a more serious challenge than disproportionality in disability categories. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


The high degree of overlap of race and poverty in our society has led to the presumption in both research and practice that ethnic disproportionality in special education is in large measure an artifact of the effects of poverty. This article explores relationships among race, poverty, and special education identification to arrive at a more precise estimate of the contribution of poverty to racial disparities. District-level data for all 295 school corporations in a mid western state were analyzed for this study. Records included information on disability category, general and special education enrollment by race, socioeconomic level, local resources, and academic and social outcomes for 1 school year. Simple correlations among the variables demonstrate that correlations between race and poverty of even moderate strength do not guarantee that the 2 variables will function in the same way with respect to outcome variables, such as identification for special education services. Results of regression analyses indicate that poverty makes a weak and inconsistent contribution to the prediction of disproportionality across a number of disability categories. On the other hand, rates of suspension and expulsion consistently predict district rates of special education disproportionality. Inconsistent relationships between special education disproportionality and achievement may indicate a developmental trend in the systemic contribution to racial disparity. Ideal-type analyses examining race poverty relationships indicate that where poverty makes any contribution above and beyond race in predicting disability identification, its primary effect is to magnify existing racial disparity. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

Two experiments examined the validity of the Wechsler Intelligence Scale for Children–Third Edition (WISC-III) with African American students undergoing special education evaluations. In Exp 1, correlations between WISC—Revised (WISC—R) and WISC-III scores were examined for 31 12–26 yr old African American students undergoing 3-yr reevaluations for special education. Correlations obtained were comparable to those reported in the WISC-III manual, but WISC-III scores were lower than scores on the WISC—R. In Exp 2, the factor structure of the WISC-III was investigated for 58 6–16 yr old African American students undergoing initial special education evaluations. Although unrotated factors supported the validity of the WISC-III, some problems arose following varimax rotation. (PsycINFO Database Record (c) 2010 APA, all rights reserved)
child outcomes such as poor school performance and need for special education services. Following a cohort of more than 1,300 low-income and predominantly African American children in the Chicago Longitudinal Study, the authors investigate whether birth weight and family socioeconomic risk measured at the time of the child’s birth predicts placement into special education classes or grade retention in elementary school. Contrary to previous research, the authors find that low birth weight (<5.5 pounds) does not predict special education placement. Rather, these children (especially boys) are more likely to be retained in grade as an alternative approach in addressing poor school performance. Family socioeconomic risk at birth is a significant predictor of the need for remedial services. The authors also assess whether a high-quality preschool program offered at the ages between 3 and 4 can reduce the negative effects of low family socioeconomic status and birth weight on the need for special education and grade retention. Preschool participation in the Child-Parent Centers is found to reduce the likelihood of school remediation. The effects of preschool are greater for children from families with higher levels of socioeconomic disadvantage. The beneficial effects of preschool on special education placement are also larger for boys than for girls. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


A large number of states have continued to include a discrepancy criterion in their regulations for determining a child's learning disability status even though researchers have raised questions regarding the appropriateness of discrepancy formulas and the ability of clinicians to apply such formulas to quantitative data. Given the problems raised with the discrepancy model approach, one must question to what extent clinicians are, in fact, making decisions based upon this approach. This study sought to answer this question using data from 105 case files of predominantly African American children (84%) who had been classified as learning disabled in a large, inner-city public school district and who had been receiving special education services for at least three years. SS had a mean age of 8.2 yrs at the initial evaluation stage and 12 years at the triennial evaluation. Data are evaluated at both initial and triennial evaluations. Implications of results are discussed as are suggestions for future research. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


School disciplinary practices for students with disabilities and their peers without disabilities have long been questioned. Moreover, the school discipline of both dominant culture and ethnic minority children and youth has raised concerns. In that regard, school discipline has in general become a hotbed for litigation and debate. While suspect discipline practices have been used with students across ethnic backgrounds, they are disproportionately meted out to African American students, particularly males (B. Harry & M.G. Anderson, see record 1996-09693-001). This article examines exclusionary discipline practices and their impact on African American students. Culturally responsive instructional and management strategies are identified that can mitigate school suspensions and expulsions of African American children and youth. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Examined the 1st-yr implementation of an inclusive education model in an urban elementary school in which the student population is primarily African American and poor. The elementary school had 500 kindergarten through 6th grade students, 40 Head Start students, and 30 prekindergarten students. In particular, the author examined the following: (1) the roles the faculty researcher plays in the development and sustainment of the study groups; (2) the interventions or changed instructional and evaluative practices that emerge as a result of the study group discourse and actions, and how such interventions affect outcomes for African American students with and without learning disabilities; and (3) problems or constraints that might impede the attainment of goals and objectives that emanate from study group discourse sessions. Although results indicate that no significant improvements in student outcomes were
noted in the 1st yr, the author provides important insights about lessons learned and emphasizes the need to honor the evolutionary nature of program implementation. Activities, outcomes, and constraints are presented along with implications for research and practice. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


This study used a multisample structural equations model to examine whether the underlying structure of a cognitive screening test (M. S. Scott et al, 1995) developed to predict educational placement (special or regular education) and academic performance was equivalent for African American, Hispanic, and White/non-Hispanic preschool (N = 395) and kindergarten (N = 474) children. The results indicated that young children, regardless of their ethnic/cultural background, showed similar response patterns on the screening test. In addition, analyses found factor structures for male and female participants also to be similar. These results suggest that the screening test measures the same constructs across different ethnic/cultural backgrounds and for both genders. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


The authors reviewed the overrepresentation research published between 1968 and 2006 to answer two questions: (a) What are the characteristics of overrepresentation studies? (b) How do studies frame the problem? Systematic procedures were used to search four international databases, and criteria were applied to identify relevant studies. Findings suggest that overrepresentation research has been mostly published in special education journals, the number of studies has increased over time (particularly since 2000), most overrepresentation research focused on the learning disabilities category and on African Americans, and most studies used quantitative designs. Overrepresentation research has been framed in three ways: a sociodemographic model in which characteristics of individuals and contexts are examined, a critical perspective in which power issues related to race are addressed, and a framework that examines the role of various professional practices in the creation and maintenance of overrepresentation. Implications for research, practice, and policy are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


The use of IQ scores and discrepancy formulas for identifying specific learning disabilities (SLD) has been widely discredited by prominent researchers for more than a decade. Nevertheless, the overwhelming majority of state policies still specify the use of discrepancy formulas, including the simple difference method, which is psychometrically inferior to regression-based methods. This study compares the use of a minimum IQ cutoff score and a simple difference method versus a regression-based method for identifying SLD in a sample of African American (mean age 19.7 yrs) and European American (mean age 20.6 yrs) full-time college students (N = 117). Replicating the findings from previous studies using typically achieving children, typically achieving adults, and school-age children with SLD, this study adds to the chorus of voices criticizing the use of outdated assessment practices that can have deleterious effects for individuals with SLD. The implications for legislative policy are discussed in the context of the historical overrepresentation of African Americans in all special education categories except SLD and the increased access to higher education that students with SLD have gained during the past decade. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Examined patterns of cultural competencies and coping mechanisms demonstrated by African-American youth in classrooms for students identified with behavioral/emotional disorders. 23
elementary students (aged 10-12 yrs) and their teachers completed interviews and were observed in their classrooms. Results show that student Ss spent a great deal of time challenging the authority of teachers, student teachers, and teacher assistants by making questioning or challenging statements about teacher decisions, or by talking without raising a hand or being acknowledged. The tone of voice of student Ss was often high in volume, intense, and expressive. Some student Ss demonstrated defiant behavior with refusals to follow instructions or challenging instructions, or verbal bantering. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Data from the third wave (2003–2004) of the Special Education Elementary Longitudinal Study are used to generate nationally representative estimates of current school and classroom placements of elementary school–aged students who are African American and profoundly deaf. These students are found to have less access to regular schools and less access to typical classroom placements within schools than their White peers. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Addresses disparities in education between African-American (AA) males and their European-American counterparts. AA males are disproportionately labeled as underachievers in reading and mathematics and disproportionately placed in special education classes. Much of the chronic school failure of AA males can be understood as reflecting problems of motivation, but curriculum component selections and presentations often fail to meet the needs of AA students. An appropriate social psychological theory of the educational process must be developed if understanding of learning styles of AAs is to be advanced. This theory must identify the social, historical, and cultural forces that affect the development of learning styles prevalent in the AA community and must describe the psychological characteristics of AAs within the context of the environmental forces that create and maintain them. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


Although there has long been concern about underidentification or misidentification of children with emotional or behavioral disorders in special education, recent attention has also been focused on disproportionate racial and ethnic representation of children in the school category of emotional disturbance (ED). There is evidence that African American children may be overidentified in the ED category while Asian and Hispanic children may be underidentified, although these findings are not consistent from sample to sample. In this study, the authors examined parental beliefs about the causes of their child's problems as a potential partial mediator between race or ethnicity and special education identification for emotional disturbance. The sample of 1,019 children was drawn from a larger study of at-risk youths who were active in at least one of five public sectors of care. In this sample, parental explanatory etiologies relating to personality and relational issues were found to account for part of the racial or ethnic differences in ED service use for Latino and Asian American/Pacific Islander children. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


266 juvenile offenders (aged 12–18 yrs) confined to a juvenile detention facility were interviewed using a structured questionnaire about personal, home, and school characteristics and experiences that may have placed them at risk for delinquency. The sample was divided into 2 groups: those who had special education experience and those who had not. Most of the participants experienced multiple risk factors that predispose them to delinquency. A high proportion (37.1%) had been in special education, with most classified as having behavioral
disorders (BD), learning disabilities (LD), or both. Males were more likely than females to have special education experience and to be classified as having BD, and African Americans were more likely than other racial and ethnic groups to be so classified. Although the experiences of special education and non-special education groups were similar in most ways, where differences were apparent, the special education group appeared to be at higher risk. Juvenile offenders with special education experience were more likely to need corrective lenses, to have been identified as having attention deficit with hyperactivity disorder (ADHD), and to have taken medications for emotional problems. (PsycINFO Database Record (c) 2010 APA, all rights reserved)


This survey study investigated the influences of culture, socioeconomic status, and children's special education status on parents' engagement in fostering self-determination behaviors. Major findings included (a) children from Caucasian families were more involved in personal independence activities than Asian and African American children; (b) Asian and immigrant parents did not believe in exercising parental authority or emphasize family priorities as expected; and (c) parents with college degrees gave their children more opportunities to express their interests, make daily decisions that have important impacts on their life, and set personal goals than parents without college degrees. Similarly, parents of higher-income families were more likely to engage in practices that fostered their children's self-determination skills. Parents of students with disabilities, however, were less likely to engage in these practices. The implications of these findings are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


Current discipline policies have led to an increase in the use of exclusion with students with disabilities, thereby preventing some from receiving a free and appropriate public education. Students from ethnically and racially diverse groups and students with emotional or behavioral disorders are reported to have disproportionately higher rates of suspensions than others. The authors of this study analyzed disciplinary exclusion data in the last 4 years published by the U.S. Department of Education. Results indicated that (a) there was an increasing trend in exclusion of special education students; (b) African American and American Indian/Alaskan Native students were excluded more often than students from other racial groups; (c) some states excluded students with disabilities more often than the rest of the states; (d) students in the West were more likely to receive short-term suspensions; and (f) interaction effects existed between certain variables. The authors discuss these results and make recommendations for future research. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)


The families of 24 African American children having severe emotional or cognitive disabilities who were receiving special educational services in urban communities were interviewed about their perceptions of cultural sensitivity demonstrated by the school district. This information included their perceptions of the level of consideration of cultural beliefs and values within the services and supports provided by the district and by other community resources. Semistructured interviews were conducted and analyzed for common themes across families. Six themes emerged: (a) respect for parents and children by school personnel, (b) perceived negativity toward child and/or parents by school, (c) need for information and assistance using community support services, (d) desire for greater cultural understanding and demonstrated acceptance of differences by school personnel, (e) issues of quality and training among teachers and other school personnel, and (f) improved teacher-parent and parent-parent partnerships. For nearly all of the respondents, the level of parental satisfaction was closely related to feeling that they were respected by the school personnel. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)