I. Introduction
   a. Statement of the Problem
   b. Overview

II. The problem of disproportionality
   a. History & Current Trends
      i. History
         2. Dawson (2008): Dissertation. SE in CA. Increasing trends of D for AA. A means to address D is the use of “prereferral teams.” Identified 3 types of supports that are related to prereferral teams success at avoiding D.
         3. Brown vs BOE
            a. Boone & King-Berry (2007): Great advances in education for students with disabilities, and although AA have stimulated legal changes, they have not benefitted from laws intended to benefit students with special needs.
         6. Internationally


ii. Forms of SE (LD, MMR, EMR, Language, SED)
5. Ebersole & Kapp (2007): AA D in mental retarded programs. Due to stereotypes, tests used, social & educational environments. Study if 1st-5th grade students in SE, identified as MR. Significant differences between AA & Whites in rates of placement.
6. Language: Baugh (1995): Needed reform for AA language minority students. AA usually excluded from funding for language minority services because English is native language. But AAs suffered pidginization processes. Misconceptions re: AA English, and racist stereotypes. Belief that AA English is “bad” or ungrammatical contrary to linguistic evidence. Yet, misconceptions have profound implicaions. “Class differences in speech and race have left indelible socially stratified watermarks throughout the United States…” Inadequacy of language policies for AA students. AAVE is not pathological. AA English speakers should not be placed in bilingual classes for non native speakers. Call for comprehensive programs and policies....
   b. McCray & Garcia (2002): AA D & linguistic D.

iii. Gifted Programs


b. Latino

i. Hardin, Mereoiu, Hung, & Roach-Scott (2009): focus on bilingual & latino. – inconsistent screening & evaluation, too few bilingual professionals, communication barriers.

c. Problems of African American males

i. Cartledge (1999): AA males at most risk of SE (esp. serious emotional disturbance). Need for appropriate interventions with this group.

ii. Coutinho & Oswald (2005): Gender disproportionality. Male to female rations that range from 1.5:1 to 3.5:1. Compares LD< SED & MR at state, regional and national levels. Data collected at US office of Civil Rights – Found substantial differences between states. Greater male D for LD than MR or SED.

iii. Gregory (1997): AA boys & misbehavior. 3 strikes metaphor. 3 types of school responses: corporal punishment, suspension, and SE for behaviorally disordered. Data from 43,034 schools, 25M students. “Extremely large disparities in rates for AA boys vs those for girls and boys of other race/ethnicity groups were found. AA males were most frequently punished.


vi. Irving & Hudley (2008): AA males & pervasive problems – school failure, dropout, low college enrollment, SE, low test scores. Cultural mistrust predicts oppositional cultural attitudes which are both inversely related to academic achievement & outcome expectations. Cultural mistrust & oppositional cultural attitudes undermine educational outcome expectations. Need to cultivate a strong cultural identity that is consistent with academic achievement.

viii. Lo & Cartledge (2006): D for AA males. Need for functional behavioral assessments (FBAs) and behavioral intervention plans (BIPs) to reduce D for AA males.


d. Warehousing & Incarceration

ii. Krezmien, Mulcahy & Leone (2008): Incarcerated youth. More likely to have disabilities & prior therapy. AA more likely to have been committed.


e. Sequelae (Consequences)


f. Research


III. Causes

a. Teachers

i. Training

1. Moore (2002): AA teachers referral of AA students, early childhood. Ss felt inadequately trained. Held higher expectations for AA students than their White counterparts; referred on the basis of extreme behavior or perceived disability.

ii. Cultural sensitivity

1. Alexander, 2010 (lacking cultural responsiveness)

2. Alexander, 2010: Classrooms embody dominant White values, & teachers abdicate responsibility through SE


iii. Bias (deficit thinking)
1. Alexander, 2010
4. Ebersole & Kapp (2007): AA D in mental retarded programs. Due to stereotypes, tests used, social & educational environments. Study if 1st-5th grade students in SE, identified as MR. Significant differences between AA & Whites in rates of placement.
5. Gallahar (2010): Dissertation: students perceptions of teachers’ expectations. Students “…core higher in mathematics when they believe their teacher treats them fairly & equitably….”
8. Harry, Klingner & Hart (2005): AA family strengths vs. school personnel's negative stereotypes. Atmosphere of negativity among school personnel re: poor AA families. 3 case study students referred for SE. Neglect to consider the cultural capital (strengths) of AA families.

### iv. Referral decisions


### b. School Psychologists

#### i. Training


#### ii. Culture

#### iii. Assessment Tools

1. Ebersole & Kapp (2007): AA D in mental retarded programs. Due to stereotypes, tests used, social & educational environments. Study if 1st-5th grade students in SE, identified as MR. Significant differences between AA & Whites in rates of placement.
desegregate gifted programs & for multidimensional assessment strategies.


c. Students
   i. Attitudes/Perceptions
      1. Gallahar (2010): Dissertation: students perceptions of teachers’ expectations. Students “…core higher in mathematics when they believe their teacher treats them fairly & equitably.”
      2. Irving & Hudley (2008): AA males & pervasive problems – school failure, dropout, low college enrollment, SE, low test scores. Cultural mistrust predicts oppositional cultural attitudes which are both inversely related to academic achievement & outcome expectations. Cultural mistrust & oppositional cultural attitudes undermine educational outcome expectations. Need to cultivate a strong cultural identity that is consistent with academic achievement.
   ii. Values
   iii. Peer Culture
   iv. Oppositional Culture
   v. Language
   d. Parents

ii. e. Political Economy
i. History of segregation

ii. Separate & Unequal
1. Daniels (1998): Educational inequities perpetuate D in both gifted & SE.

iii. Poverty

iv. Vicious Cycles

IV. Solutions
b. Teacher Training
i. Cultural Sensitivity
2. Fearn (2002): D of AA. Overview of 6 promising SE programs: mainstreaming in pre-K & K; developing technical skills; pre-referral processes; supporting frustrated teachers; compliance monitoring in districts; avoiding SE bias in assessment.
ii. Prejudice Reduction – differences are not deficits
   1. Gallahar (2010): Dissertation: students perceptions of teachers’ expectations. Students “…core higher in mathematics when they believe their teacher treats them fairly & equitably.”

iii. Diversifying Workforce
iv. Socio-linguistic training
v. Teacher-student interactions

   c. Morrow (2010). Dissertation. Evaluating a program to decrease D. New Jersey. Program to reduce D: data collection, district-wide professional development; district stakeholders learned about D and proposed solutions. This team was surveyed. Awareness about D & thinking about professional practices that lead to D.

   d. School Psychologists
      i. Training
         1. Harry (1992): AA parental participation in SE. Two dominant views among professionals: (1) deficit view of AA families; and (2) deficit view of children’s learning difficulties. Need to restore balance of power between parents & professionals.
      
      ii. Assessment Tools

   iii. Pre-referral teams
      1. Dawson (2008): Dissertation. SE in CA. Increasing trends of D for AA. A means to address D is the use of “prereferal teams.” Identified 3 types of supports that are related to prereferral teams success at avoiding D.
      2. Fearn (2002): D of AA. Overview of 6 promising SE programs: mainstreaming in pre-K & K; developing technical skills; pre-referral processes; supporting frustrated teachers; compliance monitoring in districts; avoiding SE bias in assessment.

e. Student Attitudes & Behaviors
   i. Peer tutoring
      1. Cochran, Feng, Cartledge & Hamilton (1993): Benefits of cross-age tutoring on low achieving AA males. (low achieving 5th graders, with behavioral disorder, tutored 2nd grade Black boys) Improved sight words (tutoring subject matter) and positive social interactions & teacher ratings.
   ii. Identity, self-esteem & achievement motivation
      3. Irving & Hudley (2008): AA males & pervasive problems – school failure, dropout, low college enrollment, SE, low test scores. Cultural mistrust predicts oppositional cultural attitudes which are both inversely related to academic achievement & outcome expectations. Cultural mistrust & oppositional cultural attitudes undermine educational outcome expectations. Need to cultivate a strong cultural identity that is consistent with academic achievement.

f. Parental Participation
   ii. Harry, Klingner & Hart (2005): AA family strengths vs. school personnel’s negative stereotypes. Atmosphere of negativity among school personnel re: poor AA families. 3 case study students referred for SE. Neglect to consider the cultural capital (strengths) of AA families.
   iv. Balance of power
      1. Harry (1992): AA parental participation in SE. Two dominant views among professionals: (1) deficit view of AA families; and (2) deficit view of children’s learning difficulties. Need to restore balance of power between parents & professionals.

v. Literacy
   vi. Martin & Martin (2007): Family/school partnership. The “Williamson Project” involved parents, community leaders & school personnel to improve achievement and reduce behavior problems. Need to develop character traits within family & community context & to restructure school environments to resemble family environments and culture.

g. Community Involvement
   i. Church based after school programs


h. Early Intervention


i. Advocacy (ABPsi’s role)

i. Blanchett (2009). Special Ed as resegregation. SE & urban schools → miseducation, undereducated, inequitable treatment


iii. Eradicating racism

1. Institutional

2. Cultural


3. Political Economy

4. Internalized

5.