

# Minority Children in Special and Gifted Education

**Issues in Identification and Referral  
Impressions and Recommendations**



# Minority Students In Special And Gifted Education

**Bret Kaida Schmidt**

## **Minority Students In Special And Gifted Education:**

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

## **Minority Students in Special and Gifted Education**

, 2001 **Disproportionate Representation of Minority Students in Special and Gifted Education and the Relationship Between Social Dominance Orientation and Teacher Referrals** Bret Kaida Schmidt, 2010 **Special Populations in Gifted Education** Jaime A. Castellano, 2003 This unique book acknowledges and illuminates the reality that gifted students are from all backgrounds and that their talents transcend cultural, ethnic, and linguistic ties. Handicapping condition, sexual orientation, poverty, and geography. **Special Populations in Gifted Education: Working with Diverse Gifted Learners** reflects today's student demographics and serves as a valuable resource tool to teachers and administrators who choose to promote access, equity, and excellence to the special students they serve. This book is further intended to provide a desperately needed update reflecting the modern view of who the special populations are in gifted education. Today's gifted students include a complex cross section of students. Topics include any combination of the following areas of interest: characteristics, curriculum, instruction, assessment, and evaluation; nurturing and meeting their social, emotional, academic, and cognitive needs. School administrators, teachers, special education providers, **A Review of Assessment Issues in Gifted Education and Their Implications for Identifying Gifted Minority Students** Mary M. Frasier, Jaime H. Garcia, A. Harry Passow, 1998-04 Examines research and literature that deal with assessment with the focus on issues related to the

identification of potentially gifted students from racial and ethnic minority groups economically disadvantaged students and those with limited English proficiency The major reasons for under representation are discussed and proposals are made for designing strategies to reduce or eliminate test bias improve the referral process strategies and stress cultural strengths rather than deficits

### **Reducing the Disproportionate Representation of Minority Students in Special Education**

Jane Burnette,1998 *The Over-Representation and Under-Representation of Minority Students in Special Education and Gifted and Talented Programs. Information Brief* Mid-Atlantic Equity Center,2009 The disproportional representation of culturally linguistically and ethnically diverse and low income students in special education and gifted and talented programs has been a persistent issue for many decades It has been a long standing trend that the percentage of minority students constituting special education programs exceeds their percentage make up of the total enrollment Among the many factors contributing to the misidentification of minority students for special education students labeled with disabilities often 1 have inadequate classroom instruction prior to referral to special education 2 are subject to inconsistent or arbitrary placement policies and processes and 3 if living in low income communities are placed in special education simply due to the lack of effective schooling options Harry Ford et al 2004 Skiba et al 2008 In order to address these issues educators and policymakers need to consider how to change the identification and placement procedures for special education and gifted programs and how to improve services that address the academic needs and achievement of these historically neglected populations A growing body of research has identified approaches to assessment cross cultural curriculum and program implementation as well as interventions and structural changes to schooling that can improve proportionality when implemented in a culturally responsive manner Briggs et al 2008 Joseph Ford 2006 To obviate the need for special education placement schools need to identify children in need of additional help earlier and improve general education services in conjunction with measures that improve teacher preparation and address the multiplicity of biological and social factors contributing to disproportionality Donovan Cross 2002 *Reducing Disproportionate Representation of Culturally Diverse Students in Special and Gifted Education* Alfredo J. Artiles,Grace Zamora-Durán,1997 This book discusses the disproportionate representation of students from minority backgrounds in special education and gifted classes and presents strategies that practitioners can use to better address the educational needs of all students Chapter 1 Disproportionate Representation A Contentious and Unresolved Predicament Alfredo J Artiles and Grace Zamora Duran provides an outline of the problem of student placement disproportionate representation and misclassification Chapter 2 Changing the Context of Assessment The Move to Portfolios and Authentic Assessment Robert Rueda criticizes traditional standardized assessment approaches that disregard students prior knowledge and cultural differences and proposes the use of performance assessment approaches In chapter 3 When Behavior Differences Are Not Disorders Sharon R Ishii Jordan the cultural influences on student behavior are discussed as well as the need for educators to be aware of the role of cultural meaning

underlying human behavior Chapter 4 From Tests To Talking in the Classroom Assessing Communicative Competence Grace Zamora Duran and Elba I Reyes presents guidelines for educators to use to assess students language proficiency in order to decide whether a more comprehensive assessment or a prereferral intervention is needed 5 Disproportionate Representation in Gifted Programs Best Practices for Meeting This Challenge James M Patton discusses the under representation of children from minority backgrounds in gifted education and presents alternative assessment procedures The final chapter Disproportionate Representation Current Issues and Future Directions Grace Zamora Duran and Alfredo J Artiles provides a summary of recommended practices to address the problem of disproportionate representation Each chapter includes references CR [Identifying and Serving Diverse Gifted Learners](#) Jaime A. Castellano,Kimberley L. Chandler,2022-03-14

Grounded in a combination of evidence personal narratives interviews data and research Identifying and Serving Diverse Gifted Learners Meeting the Needs of Special Populations in Gifted Education is a guiding resource for all stakeholder groups in gifted education to shift the equity needle of gifted programs in America Though it is the right of Black Hispanic Latinx twice exceptional 2e low income and other special populations of students to have access to advanced academic programs in the American educational system complex and deep rooted systemic issues often block the way This seminal text thoughtfully brings the conversation around historically underrepresented students in gifted education to the forefront drawing on real world examples to provide an accessible discussion of foundational interdependent topics including current research and promising educational practices Readers will develop a basic theoretical understanding of the issues and be able to advance more responsive programs and experiences for low income racially culturally and linguistically diverse gifted students and other diverse gifted populations This text serves as a beacon to motivate K 12 educators researchers and scholars to carry the torch of advocacy on behalf of those students historically underrepresented in programs for the gifted and talented

### **[A Review of Assessment Issues in Gifted Education and Their Implications for Identifying Gifted Minority Students](#) Mary M. Frasier,Jaime H. Garcia,1995 [Multicultural Gifted Education](#) Donna Y. Ford,2021-09-03**

Each year the United States witnesses significant changes in the demographics of its citizens Accordingly schools and the students we teach are also changing With such changes come the need responsibility and obligation for educators to provide students with an education that is both rigorous and culturally responsive This book bridges the gap that exists between educating advanced learners and educating culturally different learners Multicultural Gifted Education 2nd ed addresses various topics including racially and culturally diverse students and families historical and legal perspectives on educating gifted and minority students culturally responsive curriculum and assessment and counseling students from a multicultural perspective [Solving Disproportionality and Achieving Equity](#) Edward Fergus,2016-10-28 When the numbers don t lie this is your guide to doing what s right If your school is faced with a disproportionate rate of suspensions gifted program enrollment or special education referrals for students of color this book shows how you can uncover the root causes and rally

your staff to face the challenge head on You will Understand how bias creates barriers to the success of students of color Know what questions to ask and what data to analyze Create your own road map for becoming an equity driven school with staff activities data collection forms checklists and progress monitoring tools [Gifted Education](#) Anthony F. Rotatori,Jeffrey P. Bakken,Festus E. Obiakor,2014-06-25 This volume addresses the most current perspectives and issues related to giftedness and is written by leaders in the field An excellent resource for special educators administrators mental health clinicians school counselors and psychologists this volume addresses the different educational issues that impact this population **Resources in Education** ,1984 *A Study of Minority Students in Gifted Education* Amy McFarlane,Northeastern Illinois University. Department of Special Education,2008

**Special Populations in Gifted Education** Jaime A. Castellano,Andrea Dawn Frazier,2021-09-23 A gifted education Legacy Award winner Special Populations in Gifted Education Understanding Our Most Able Students From Diverse Backgrounds brings together the leading experts in the field who combine both knowledge of and leadership experience with gifted students from diverse backgrounds Public schools are as diverse as ever and as a result historically underrepresented students need to be included in gifted education programs that serve our most able students This edited book helps to raise the awareness level and knowledge base of all educators particularly teachers of the gifted who work with a kaleidoscope of special populations in gifted education Chapters in this volume focus on topics such as gifted education in rural environments highly gifted learners twice exceptional children gifted females gifted and talented students on the autism spectrum English language learners underachievement and students from culturally or linguistically diverse backgrounds Special Populations in Gifted Education is a must have for educators working with students from diverse backgrounds **Culturally Diverse and Underserved**

**Populations of Gifted Students** Alexinia Y. Baldwin,2004-03-06 The expert guide to the major issues and most promising strategies for meeting the needs of high ability culturally diverse students Biased testing strategies societal pressures and the attitudes of teachers are but a few of the obstacles that hamper efforts to identify and serve the needs of culturally diverse gifted students The articles in Culturally Diverse and Underserved Populations of Gifted Students address these and other issues and suggest tactics to resolve the under representation of high ability minority students in gifted programs Key features include Alexinia Y Baldwin s review of the literature on underrepresented populations in gifted programs and her recommendations to ensure that the needs of gifted culturally diverse students are met Case studies of culturally diverse high potential students An exploration of community attitudes and peer expectations that discourage high achievement Sheding light on the unique needs of culturally diverse gifted students posing culturally savvy identification strategies and discussing options for appropriate programming and program staffing this reference book is a must have for gifted program developers and gifted specialists alike The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and

power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer **The Inclusive Classroom** Margo A. Mastropieri, Thomas E. Scruggs, 2010 This text offers a wealth of practical and proven strategies for successfully including students with disabilities in general education classrooms The text provides targeted strategies for the subject and skill areas as well as special needs of individual students with a strong focus on instructional strategies applied to specific student need areas An overall theme of effective differentiated instruction is infused throughout the text relating to those practices that are most closely aligned with academic success The text is unique in its three part coverage of 1 the fundamentals of teaching students with special needs 2 effective general teaching practices and 3 inclusive practices in specific subject areas With a strong focus on instructional strategies and how they are applied to specific student need areas the text goes further by featuring more specific strategies than any other text and extensive information about the most effective strategies available and when and how to use them This strong focus instructs pre service teachers and other education personnel on how they can implement in the classroom specific strategies to address a very wide range of grade levels skill levels academic content areas and extensive and very specific information on strategies teachers can use in the areas of most concern to them e.g. behavior management handling student confrontations promoting literacy memory for school content motivation to learn maintaining student attention adapting assessment and improving test scores and specific strategies for adapting specific lessons in math science social studies and career and technical education Specifically written for pre service or in service special education teachers who will work with general education teachers in K-12 classrooms the text is also relevant for school psychologists counselors support staff and other school personnel interested in helping all students succeed in the classroom

*Exceptional Child Education Resources*, 2002 **Social-Emotional Curriculum With Gifted and Talented Students** Joyce Van Tassel-Baska, Tracy L. Cross, F. Richard Olenchak, 2021-09-03 A gifted education Legacy Award winner Social Emotional Curriculum With Gifted and Talented Students provides a thorough introduction to methods for developing social emotional curricula for use with gifted and talented learners in the school setting Including overviews of strategies that work for implementing social emotional strategies in the everyday curricula this book part of the Critical Issues in Equity and Excellence series a joint publication project of the National Association for Gifted Children and Prufrock Press combines research and experience from leading scholars in the field of the affective needs of gifted students in a convenient guide for teachers administrators and gifted education program directors The book covers theories to guide affective curricula the needs of minority students models to develop social emotional curricula tips for counseling gifted students and strategies to promote the social emotional needs of gifted students along with discussions of suicide prevention among this population the use of bibliotherapy and discussion groups and the teacher counselor connection in affective curricula This handy guide to developing social emotional curricula for gifted students is a necessity for anyone serving and working with this population

Educational Resource

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