“my name is jay”: On Teachers’ Roles in the Overrepresentation of Minorities in Special Education and What Teacher Education Can Do

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Abstract

The authors respond to issues in the learning disability field raised by Sleeter’s 1987 work to propose that work in teacher education can address the problem of overrepresentation of minority students in special education by making the discourses that produce disability visible to those who often initiate the process of disability diagnosis—teachers. An overview of current educational perspectives that have an impact on solving the problem of overrepresentation is followed by a dual-voiced presentation and reflection on labor that the co-authors performed in relation to an assignment for a graduate class entitled Positive Approaches to Challenging Behavior. We highlight complexities surrounding and materializing within teacher education. In presenting artistic work that conjures experiences of people of African descent in America, we problematize discourses of racial tolerance that continue to privilege Eurocentric approaches to reconciling historical and contemporary wronging.

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Avoiding the Overrepresentation of Minority Students in Special Education

Special Education Leadership Plan

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Avoiding the Overrepresentation of Minority Students in Special Education

In the article The overrepresentation of African American students in special education, Fanion (2010) suggests some of Georgia's public schools are struggling when it comes to the placement of minorities in special education (Fanion).

Disproportionate identification of minority students in special education is a major concern in schools today. This paper describes the issues in the assessment process with minority students and how we have arrived at a situation where minorities are being misdiagnosed into special education programs.

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