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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.

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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.

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The purpose of this study was to compare the learning experience of an African American male mathematics student within an online learning environment and in a traditional mathematics classroom. This case study examined the experiences of one African American male whose mathematics performance had historically been below average. Data collection methods included interviews, observations, and student artifacts. The study examined the presence of cultural exchange within the traditional classroom and the online learning environment, and how these environments impacted this student's learning in algebra I. Findings supported the online environment over the traditional classroom. The online classroom provided this student with access to information that facilitated his understanding of algebra at a pace and in an environment more supportive of his learning style.

All names for individuals involved in this study are pseudonyms.

Keep Your Eye on Texas and California: A Look at Testing, School Reform, No Child Left Behind, and Implications for Students of Color.....	332
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This review looks at the reform movements in the nation's two most populous states—Texas and California. Both states are in a desperate pursuit to demonstrate student competency of standards and achievement by way of student performance on standardized tests to meet federal No Child Left Behind (NCLB) compliance. In examining the accountability programs in California and Texas, the article looks at both federal and state legislation regarding testing and accountability, a history of testing programs used, the impact of NCLB and high-stakes testing on curriculum and instructional practices, and its impact on the achievement gap between students of color and White students.

General Articles

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Two hundred-fifty African American college students from two predominantly White institutions (PWIs) and two historically Black colleges and universities (HBCUs) were administered the Non-Cognitive Questionnaire-Revised (NCQ-R) and the Multidimensional Inventory of Black Identity (MIBI) to determine which psychosocial indices best predicted academic achievement across cultural contexts. It was hypothesized that some non-cognitive factors of academic achievement would generalize across institution-types, while others would be more context-specific. Results show that of the psychosocial indices that reliably predicted African American achievement, none generalized across institution-types. At PWIs, availability of academic support person, ability to understand and deal with racism, and humanist attitudes were the most reliable predictors of academic achievement. At HBCUs, positive academic self-concept was the only non-cognitive factor that surfaced as a good predictor of achievement for African Americans. The study underscores the importance of cultural context in determining non-cognitive predictors of academic achievement for African American college students.

Cultural and Interpersonal Factors Affecting African American Academic Performance in Higher Education: Review and Synthesis of the Research Literature.....	359
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The disparity in educational outcomes between majority White and minority African American populations has become known as the African American achievement gap. The authors examine the under performance of African American university students by providing an overview of the major cultural, communication, and learning style characteristics of Black students and the schooling conditions and practices at predominantly White universities. By not teaching to diversity, professors may be unintentionally setting up some students for frustration and possible failure.

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This review of literature examines the status of education in high-need, urban schools. The article begins with a discussion of the issues and challenges experienced in these settings including the resources available, community context, quality of teachers, preparation of future teachers, and the characteristics of students. Following this discussion is a synthesis of potential strategies for change that can be implemented by schools, teachers, and institutions of higher education. The article concludes with an analysis of the quality of the current literature and recommendations for future researchers documenting their efforts to improve educational practice in high-need, urban schools.

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