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Intelligence Testing and Minority Students offers the reader a fresh opportunity to re-learn and re-consider the implications of intelligence testing. Richard R. Valencia and Lisa A. Suzuki discuss the strengths and limitations of IQ testing relative to the factors which may contribute to biased results. They review the history of the adaptation and adoption of intelligence testing; evaluate the heredity-environment debate; discuss the specific performance factors which apply to IQ testing of those in minority ethnic groups. This practical book offers the practitioner a good sense of what can be done to make testing and education serve the needs of all students fairly and validly, whatever their background.

The test score gap between blacks and whites--on vocabulary, reading, and math tests, as well as on tests that claim to measure scholastic aptitude and intelligence--is large enough to have far-reaching social and economic consequences. In their introduction to this book, Christopher Jencks and Meredith Phillips argue that eliminating the disparity would dramatically reduce economic and educational inequality between blacks and whites. Indeed, they think that closing the gap would do more to promote racial equality than any other strategy now under serious discussion. The book offers a comprehensive look at the factors that contribute to the test score gap and discusses options for substantially reducing it. Although significant attempts have been made over the past three decades to shrink the test score gap,

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**including** increased funding for predominantly black schools, desegregation of southern schools, and programs to alleviate poverty, the median black American still scores below 75 percent of American whites on most standardized tests. The book brings together recent evidence on some of the most controversial and puzzling aspects of the test score debate, including the role of test bias, heredity, and family background. It also looks at how and why the gap has changed over the past generation, reviews the educational, psychological, and cultural explanations for the gap, and analyzes its educational and economic consequences. The authors demonstrate that traditional explanations account for only a small part of the black-white test score gap. They argue that this is partly because traditional explanations have put too much emphasis on racial disparities in economic resources, both in homes and in schools, and on demographic factors like family structure. They say that successful theories will put more emphasis on psychological and cultural factors, such as the way black and white parents teach their children to deal with things they do not know or understand, and the way black and white children respond to the same classroom experiences. Finally, they call for large-scale experiments to determine the effects of schools' racial mix, class size, ability grouping, and other policies. In addition to the editors, the contributors include Claude Steele, Ronald Ferguson, William G. Bowen, Philip Cook, and William Julius Wilson.

School-based mental health professionals receive extensive training in assessment and treatment techniques with children. However, most of this training is based on research with white, middle-class populations, whose experiences are hardly universal. In the next decade, ethnic minority students are projected to become the numerical majority in the U.S. public school population. There is a pressing need for assessments and interventions that treat black, Latino, and other ethnic minority children with the understanding and respect they deserve as members of unique cultures with particular mental health

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needs. This book offers how-to guidance to psychologists and counselors who assess and intervene with ethnic minority children. Beginning with a historical tour of psychoeducational assessment related to ethnic minorities, the book situates basic areas of assessment -- such as neuropsychology, social/emotional assessment, and early childhood development assessment -- within an ethnic minority context. It then offers evidenced-based strategies for improving the educational performance and well-being of ethnically diverse students. This invaluable resource is a comprehensive yet practical starting point for stakeholders to consider when designing and conducting research, clinical assessments, and interventions.

Part I offers an introduction to the volume. Part II describes influences on the policy process and highlights recent reforms in order to specify policy areas affecting children and families. Part III presents state-of-the-art research on problems faced by children and families, and the policy solutions that address these issues.

This book provides a unique cross-cultural perspective of the WISC-III. From construction, translation and adaptation in different cultures, to analysis of its structure and function as a concept, to its clinical use with different ethnic groups, Culture and Children's Intelligence provides clinician's the tools they need when using the WISC-III. The focus of this reference work is on children's intelligence as measured by the WISC-III in different cultures and its use in these cultures (USA, UK, Canada, France, Belgium, Germany, Austria, Switzerland, Sweden, and Greece). It also discusses the interpretation of the

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**Ethnic** results of the WISC-III in terms of cultural and ethnic factors. Leading experts discuss the clinical use of the WISC-III as it relates to culture and children Provides methods to clinicians and school psychologists to aid in understanding and interpreting results Direct relevance to practitioners, researchers, and trainers

Argues that intelligence tests, in addition to being of dubious value in predicting academic success, are also fundamentally biased

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