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## **A Third Grade Special Education Pre-referral Assessment Tool for Inner City African American Students**

Richard Dean Newton

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A Third Grade Special Education Pre-referral Assessment Tool for Inner City African  
American Students.

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
Of the Requirements for the Degree  
Education Administration

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By  
Richard Dean Newton

July 20, 2000

ABSTRACT

A Third Grade Special Education Pre-referral Assessment Tool for Inner City African American Students.

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A disproportional high number of African American students are referred by regular education teachers for placement in special education programs and services. Recent implications of state wide uniformed student testing has intensified special education placement trends. The purpose of this project was to develop an alternative third grade special education pre-referral intelligence assessment tool, which would be used to provide alternative placement other than special education programs and services.

## ACKNOWLEDGEMENTS

I am deeply indebted to my colleagues in the teaching profession who have listened to my ideas over the years and encouraged me to make them more available to teachers in Washington State inner city communities.

I am grateful to my students who have valued me and constantly remind me of the important role I have played and continue to play in their lives.

I am grateful to all my teachers who, over the years, taught me and nurtured those seeds of worth and hope that have brought me thus far.

I dedicate this master's project to my family who continues to be successful. Especially my mother Marryann. Through all our adversity and struggles mother continues to say,

“Don't quit,  
don't give up,  
you can do it !”

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## CHAPTER ONE

### Background of the Project

#### Introduction

“ All little children have minds of pearls,  
Red, Yellow, Black and White  
They can all learn to read and write,  
Because they have potential to achieve  
The ability to reach unlimited dreams”  
JESSIE JACKSON

The federal statute that has had one of the greatest impacts on the education of American children in inner city urban America is the 1975 Individuals with Disabilities Education Act (IDEA:1996). The original legislation The Education for All Handicapped Children Act was authorized in 1975. This federal law was designed “ to assure all children with disabilities a free and appropriate public education emphasizing special education and related services designed to meet individual needs” (20U.S.C.§1401CC), (1996).

Harry, J., Anderson, D., (1994) presented thirty years of data suggesting African American children, especially males are disproportionately and inappropriately placed in special education, and this trend unfortunately continues.

In addressing this disproportionate placement of African American students in special education Chinn, T., Hughes, R., (1994) claimed African American students made up 10% of the total population of school aged children. However the U.S. Department of Education, Office of Civil Rights (OCR), (1994), reported African American children actually made up as much as 32% or double their representation of the population of students in special education.

There are a number of theories that have been offered to account for this over representation. Social and cultural theorists Wilson, P., Melendez, R., (1985) argue that the failure of African American students to perform well is rooted in inferior home environments and low socioeconomic status.

Jensen, T., Shockley, M., (1972) suggest the genetic theory that the African American child cannot perform well intellectually because his or her parents did not perform well in school. They believe this inability has been passed on generationally due to decades of racially substandard school systems, which contributed, to generations of African Americans devaluing public education.

Gardner, H., (1983) suggests that African American children need an educational system that recognizes their strengths and abilities and actually incorporates them into the learning process. Cummins, M., (1986) claims the increasing numbers of biased referrals and assessment procedures for minority students, should be the focus of concerned educators.

The chances that an African American child will be placed in special education is increased significantly once the pre-referral process begins. Ross, A., (1967) suggests that prevalent referral and assessment practices used for African American students have focused on a negative view of behavioral disorders rather than on learning in different contextual, environmental and cultural situations.

Hale, J., (1986) states that the majority of African American children depend upon a strong public school system for their education. She believes it is important for African American parents to become aware of the ever widening achievement gap between African American children and their white counterparts.

She argues American parents to be more actively involved and to assist the schools in helping their children reach their intellectual potential.

#### Purpose of the Project

The purpose of this project was to develop an alternative third grade special education pre-referral assessment tool, which could be used to help assess the intelligence of inner city African American students.

#### Limitations of the Project

For the purposes of this project it was necessary to set the following limitations.

##### 1. Scope:

The special education pre-referral tool was developed to assist in more accurately assessing the intelligence of third grade inner city African American students.

##### 2. Participants:

The pre-referral form was developed for use by third grade inner city teachers in Washington State.

##### 3. Research:

The literature reviewed in chapter two of this project was selective in nature and primarily limited to research conducted within the last ten years.

#### Definition of Terms

Significant terms used in the context of this study have been defined as follows:

##### 1. Assessment:

The measurement and evaluation of levels of understanding, comprehension and skills.

##### 2. Cognitive Abilities:

The process of utilizing logical skills.



3. Culture:

The ideas, customs, skills and arts of people or a group that are transformed, communicated and passed along to succeeding generations.

4. Education for All Handicapped Children's Act:

A federal law, PL 94-142, passed in 1975 with a number of provisions for assuring free and appropriate public education for all students with disabilities: later renamed the Individuals with Disabilities Education ACT (EHA).

5. Head Start Programs:

Federally funded early age school programs designed to prepare at risk children for public school.

6. Individualized Instruction Plan:

A specifically tailored program to meet the individual needs of students with disabilities.

7. Intelligence Testing:

The use of tools designed to measure knowledge and understanding.

8. Special Education:

Individualized education for children, youth and adults with special needs.

9. Special Education Pre-referral:

The initial identification of problems that contribute to a students inability to learn

## CHAPTER TWO

### Review of Related Literature

#### Introduction

The review of literature and research summarized in Chapter two has been organized to address:

1. Cultural and Social Characteristics of Inner City African American Children.
2. Learning Styles of Inner City African American Children.
3. Special Education Diagnosis and Placement Trend

Current data from primarily, within the last ten years, was identified through the Central Washington University Library and the Education Resource Information Centers (ERIC) computer search.

#### Cultural and Social Characteristics of Inner City African American Children

Inner city African American children display many patterns similar to those found in the African culture. The foods they eat are consistent with traditional southern foods and most are low in nutrition and high in fat (Jenkins, W., 1990).

Benson, J., (1986) claims inner city African American children tend to eat low nutritious bulky foods that are sold past the legal expiration date, or are noticeably

spoiled. He also suggests the foods many inner city African American children eat are similar to foods and cooking practices of former African slaves.

These aspects have perhaps been transmitted without consciousness as part of the inner city African American culture.

Inner city African American children personalities are developed by a myriad of experiences associated with their environment Jenkins, W., (1990). Many claim that all children are the same but Glick, P.C., (1981) believes inner city children display noticeable behaviors specific to their environment. Family dynamics are consistently poor with a large number of single female-headed households. In addition, inner city communities are often riddled with criminal activity and have abnormally high rates of unemployment all of which tend to scare many of the people in their neighborhoods.

Glick, P.C., (1981) points out that there is a disproportional and ever present absence of two parent households in inner cities. Generations of male absence have caused many inner city children not to value the presence of male and female households.

Changes in the African American family have been a great concern of the African American community for some time. In 1980 half of the African American families with children were one-parent families, and single woman headed the majority of them. This trend may have had a dramatic effect on inner city African American child development. The absence of male role models in inner city families not only shows male lack of responsibility but results in the children having little or no leadership, family support or any positive source of direction, (Glick, P.C. 1981).

Hannerz, U., (1974) points out that women living in the inner city who head single families are usually not well educated and often underemployed. Even if they are

employed the children suffer disproportionate social, economic and environmental disadvantages compared with two parent households of middle class African Americans.

Lombtey, K. (1990) points out that the majority of inner city African American single parent mothers are teenage girls who have not completed high school, and thereby limit their own life chances and those of their young.

Havighurst, R.J., (1976) Suggests that to identify the cultural and social characteristics of inner city African American children we should consider the effects of the environment on these children. He believes that cultural patterns are transmitted through the same mechanisms within social class and ethnic groups. The family, peer groups, formal associations, common literature and activities are all forces that effect inner city children's cultural and ethnic development. The stimulation from these forces tends to result in the development of subgroups or peers with responsibility for safety, survival, and support.

Borneman, E., (1959) believes there is a clear connection between African American cultural styles and interaction. Music is one of the major elements of cultural expression among inner city African Americans who enjoy singing and listening to music. These music styles are distinct with strong sound repetitions, open-ended melodies, non predictable mixtures of high's and lows and often accompanied by movement. It is interesting to note that aspects of African American culture have been described as organized in a circular fashion in contrast to the linear organization of western culture. Linear musical styles are clearly understood and the conclusions are predictable.

Cohen, R., (1969) suggests inner city African American children are exposed and influenced by a high degree of stimulation from visual and audio receptors. Eventhough the inner city community is often labeled undesirable, inner city children are exposed to volumes of colorful consumer product advertisements. Rainwater, L., (1970) discussed how tobacco and alcohol ads display attractive African American males and females. Graffiti "art" which has coded meanings and messages cover pavement, buildings, and signs. Creative hairstyles are individually carved using lines, brads, colorful beads and scarf's. He also points out that African American children are actively involved in games and activities that are mostly physical, which require groups or teams and focus on competition. Children quickly learn that they can gain attention from adults by their ability to perform in expressive adult ways, using black language, and trying seriously to learn current dances. These dances are seen as "hip" and "cool" aspects of adult behavior. Young African American children learn from early childhood the expressive styles of their community.

According to Jenkins, W., (1980) inner city African American children fail to comprehend basic democratic values associated with our capitalistic society. Societies freedoms and dreams begin with the possibilities of educational and financial success along with an ability to purchase property and operate businesses. Inner city African American children are mostly reared by young African American woman, while the larger society presents a more balanced picture of male and female roles.

Jenkins also points out that inner city African American children live in poor single parent families with high unemployment rates and have little or no conception of

their ability to own property. As a result they fail to connect the ability to conceive property ownership as a successful reward.

Mainstream society tends to rely on a reward-punishment system by rewarding appropriate behaviors and punishing inappropriate behavior. Schools are the institutions established to teach and reinforce acceptable behavior. Since behaviors are learned at home, elementary school teachers in the inner city are confronted with different levels of acceptable versus non-acceptable behavior. Jenkins, W., (1980) claims one of the important observations he recorded about inner city African American children was the absence of structure in their lives. Children were often the products of one-parent households with a home life that was not goal oriented, loosely supported and with no designation of roles and responsibilities. Therefore, this often resulted in African American inner city children being disoriented, showing little direction, or having any external or internal discipline.

Hill, R., (1986) suggests that teachers need to observe the interaction between African American parents and their children. He believes that this could provide information about how inner city children learn. Haskins, J., & Butts, H., (1973) believe we need to investigate further the mother-child relationship among inner city African American children, particularly in early childhood settings. They feel it is important to establish continuity between the behavior of the mother and the behavior of the teacher.

Brazelton, T., (1971) identified one of the reasons why teachers have difficulty motivating and disciplining African American children. For example the cultural conflict that occurs when the teachers behave differently from the way the children expect authority figures to behave.

African American mothers tend to be more firm and physical in their discipline than white mothers are. Consequently, when the African American inner city child encounters a white teacher utilizing the techniques he/she learned in college, the child tends to ignore them resulting in the child being labeled a discipline problem. Brazelton also claims inner city African American children have the need for interaction with the teacher and other children because they are accustomed to learning through intense interpersonal interaction in their families.

#### Learning Styles of Inner City African American Children

Inner city African American children grow up in a culture that gives rise to a distinct language system in addition to distinctive behavior characteristics that are often ignored in the educational process (Baratz, S.S., 1969). He points out that innovative educationally labeled programs in the inner city are not really innovative. They offer smaller class size and ability grouping but fail to connect instruction. Teachers teach the same curriculum in the same way as in larger classes. He believes educators need to recognize student's abilities, draw upon their culture and incorporate these specific characteristics into the teaching process.

Hale, J., (1986) found that the influence of culture on cognition develops a clear understanding of ethnic learning styles. She believes any attempt to understand the learning styles of African American inner city children cannot advance without the development of an appropriate social psychological theory of the educational process. These theories she believes must describe the social, historical, and cultural forces that

influence the development of learning styles, and which are directly connected to the environment and that they should be identified as part of the inner city African American child's cognitive process. Wet African culture gives rise to distinctive modes of child rearing. Cole, M., (1971) believes inner city African American children may have connecting, learning and expressive styles that can be observed in their play behavior.

In 1967 Stodolsky and Lesser presented research findings suggesting that ethnic groups differ in their patterns of ability. The research included Chinese, Jewish, African American, and Puerto Rican children. Each group was divided by middle or lower income, as well as by male and female. They studied verbal abilities, reasoning, number functions and space conception. Their findings suggest that distinctive differences exist among ethnic groups (listing responses from high to low in types of intelligence) they found:

1. African American children performed

First in verbal ability

Second in reasoning

Third in space conception

Fourth in number ability

2. Chinese children performed

First in space conception

Second in number ability

Third in reasoning

Fourth in verbal ability



### 3. Jewish children performed

First in verbal ability

Second in number ability

Third in reasoning

Fourth in space conception

### 4. Puerto Rican children performed

First in space conception

Second in number ability

Third in verbal ability

Fourth in space conception

Another and perhaps the most interesting finding of the study was variation of social class within the ethnic group did not alter the basic organization or pattern of mental abilities specific to each ethnic group.

Rosalie, C., (1969) identified two styles of learning, one called analytical the other rational. American schools generally require one specific approach to cognitive organization namely the analytical style. Aspects of the analytical style can be found in the requirements that the student learn sitting for long periods of time having to concentrate alone and to observe and value organized time schedules. Rosalie believes children who do not develop these skills and those who function with a different cognitive style will probably become poor achievers which only becomes more evident as they move to higher grades.

Analytical style learners are more likely to be rewarded socially, and given higher grades. The rational style learner is often labeled disruptive and deviant.

Hillard, A., (1976) found inner city African American children to be rational learners who function and depend on environmental stimuli. Valued audio, visual expressiveness and movement she believes are environmental factors that must be present and balanced in classroom instruction to maximize the learning ability of inner city African American children.

#### Special Education Diagnosis and Placement Trends

The concern on the part of regular classroom teachers of whether or when to refer a student for special education services is the official beginning of the diagnostic process.

Gallegher, A., (1988) emphasizes that this is a serious step because most pre-referrals result in special education placement. Pre-referral processes vary from state to state. What is generally consistent however, is the systematic way of determining the parameters of the students behaviors, problems, and below average achievements. Pre-referral activities most often follow a teachers concern with a student's behavior. These activities include observation, documentation and interventions by the regular classroom teacher. If the interventions are successful periodic follow-ups are in place to reassure successful changes are maintained.

However, even if the number of these changes are made and meet with minimal success a referral for an in depth assessment is the next logical step in meeting the educational needs of a troubled student (Regan, R., 1986).

A special education teacher will take the following steps in a more in depth process. First, gather and evaluate case history information. Second, plan the nature and extent of the diagnostic activities necessary for a thorough assessment. Third, analyze the diagnostic testing information and alternative meaningful long and short-term goals and objectives.

Assessments in the area of academic skills through the testing process have been based primarily upon formal, standardized instruments (Griceo R., 1975). Individual states review and select standardized assessments from a variety of sources. Many textbook companies publish various I.Q. tests and assessments. The most commonly used I.Q. tests administered to young elementary age children are the Wechsler Intelligence Scale for children and the Stanford Binet Intelligence Scale. Federal law requires that testing be nondiscriminatory and requires each state to establish:

“Procedures to assure that testing and evaluation materials and procedures utilized for the purpose of evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory.

Such materials or procedures shall be provided and administered in the child’s native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational Program for a child.” ( 20 U.S.C. section 1412(5) (C) )

This law was placed into effect by the U.S. Superior Court in response to a number of unfair I.Q. testing practices that were identified and challenged. The case of Larry P. Riles 1971 in California brought to the attention of the courts and schools the over representation of African American children in classes for mental retardation and the challenge of discrimination in intelligence testing. Jones K. (1988) suggests that discrimination in intelligence testing occurs as a result of four specific problems:

1. Content level When items are selected for a test are not in relation to the students knowledge.
2. Standardization level When minority groups are not proportionally represented in the standardization population.
3. Administration level When an individual untrained in multicultural, bilingual techniques conducts the evaluation.
4. Validation level When the test is used for purposes for which it was not designed.

Research indicates that African American male students are placed in special education in disproportionate numbers. Herrera, J., (1998) states the overwhelming numbers of African Americans in special education is due to placement and testing procedures, cultural differences, parent and teaching training programs, economic factors, and failure of schools to educate the students adequately. Herrera's research revealed trends of inappropriate placement of African Americans in special education. In studying ten cities special education placement numbers she discovered a relationship existing between the number of African American male students placed in special education and the number of white teachers in a particular school system. The cities with the highest percentage of white teachers had the highest the highest percentage of African American

students in special education. Cities with the greatest numbers of African American teachers had a noticeably lower number of African Americans in special education.

According to (Education Week, 1986) the greatest increase in the African American special education student population was in New York State. Noticeable high enrollments of African American in special education were also identifiable through the Atlantic coast including Washington D.C. , Georgia, Mississippi, South and North Carolina, Alabama, and California.

Education Week, (1999) reports that New York State special education student population increased from 262,482 in 1989, ( 10% of the public school student population ) to 347,126 in 1997. In 1988 a budget crises in New York City resulted in the loss of \$750 million to the New York City board of education which led to a decline of child case workers, specialists, and cuts in support services. During this budget process there was a sharp increase of African American children from inner cities referred to special education. It would appear New York City budget cuts in education might have contributed to the increase of minority children in special education. Perhaps again reinforcing the documented fact that poor minority families typically suffer from general education and social service program cuts.

Another contributing factor of over representation of inner city African American children in special education was reported by the U.S. News & World Report (Dec 1993) claiming there were serious systematic and administrative incentives for some school principals using special education to manipulate new state mandated test scores. The report claimed that in order to raise state competency test scores in schools some principals have resorted to placing low-scoring students in special education programs. In

many states, special education students are exempt from reading and mathematics state testing and as a result some school's test scores may be flawed.

In Education Week (1986) it was reported that the statistics for children living in poverty was 25% and African American children accounted for 50% of the total 25%. Young African American families live in urban areas, where the tax base is minimal and there is less public money available for child welfare agencies to help meet the needs of many young people. This situation tends to intensify the problem of over representation of inner city African American children placed in special education.

A recent report on poverty by the Industrial Areas Foundation & Public Education Association in Newsday, (March 1997) states, "Poverty effects have intensified over enrollment and placement into special education." Poverty they defined as including families living below poverty levels, teenage mothers, with or without husbands, divorced parents, parents who are minimally educated, and homes with latchkey students. The report claims that without adequate kindergarten and early intervention resources, special education will continue to be overwhelmed with children from poor inner city communities.

### Summary

The research and information obtained from the literature review in chapter two supports the following themes:

1. Inner city African American children develop their personalities by a myriad of experiences associated with their environment.
2. There is an absence of two parent households and high levels of poverty in the inner cities.
3. Observations of the interactions between African American parents and their children may provide information about how inner city African American children learn.
4. Inner city African American children are mostly rational learners.
5. Federal law requires that I.Q. testing be nondiscriminatory.
6. Inner city African American children, especially males are placed in special education in disproportionate numbers.
7. Ethnic groups tend to differ in their patterns of academic ability but social class within each ethnic group showed no difference.
8. Higher numbers of African American students tend to be placed into special education when inner city schools have higher numbers of white teachers.

## CHAPTER THREE

### Procedures of the Project

#### Introduction

The purpose of this project was to develop an alternative third grade special education pre-referral assessment tool, which could be used to help assess the intelligence of inner city African American students.

#### Procedures

To accomplish the purpose of the project a review of related literature was undertaken. The review centered around cultural and social characteristics, learning styles and special education diagnoses and placement trends of inner city African American students. Dialogue with a number of inner city elementary teachers was also undertaken. Study of issues and evaluation instruments led to the development of a pre-referral assessment tool for use by third grade elementary inner city teachers of African American students.

The third grade was selected as the target population for this project for four main reasons:

1. The concern of determining the academic ability and type of program a student should receive early in their academic life.
2. Possible long term effects of misdiagnosis and it's related effects on student expectancy and achievement.
3. In the state of Washington third grade is the year prior to mandated school testing



4. By third grade disruptive behavior becomes more evident in the classroom and interferes in the learning process.

#### Need for the Project

The need for this project was influenced by the writer's own personal experiences and the following considerations.

1. Present day studies indicate that there is an over-representation of African American students qualifying and being placed in special education programs. The majority of these students live in inner cities are poor and generally at risk.
2. A pre-assessment is often one of the steps in the identification process of a student who may qualify for special education services. The pre-assessment is usually a standard intelligence test which in form and function may not accurately assess a student's intelligence if they come from a different culture, or non-mainstream America.
3. The development of authentic assessment tools to meet the needs of different cultural groups may lead to alternative placement and services besides special education. Informing educators of specific social, cultural and learning styles of African American students may lead to more student learning and perhaps fewer special education placements.

4. Documentation exists that indicates what most often precipitates a student referral by inner city teachers is disruptive behavior rather than academic performance. Therefore, to more accurately assess a student at the pre-referral stage would seem to be crucial.

#### Testing and Implementation

The developed pre-referral assessment tool will be field tested by a selected third grade inner city teacher in the upcoming year. Students in the pre-referral stage will take the newly designed assessment tool along with the usually prescribed intelligence test and the results compared and studied. Teacher feedback and suggested revisions will be used to modify/update the assessment for further testing in inner city schools.

## CHAPTER FOUR

### The Project

The purpose of this project was to develop an alternative third grade special education pre-referral assessment tool which is presented in the following pages of chapter four.

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### Theoretical Framework

Robert Steinberg's (1966) philosophy and definition of intelligence was central to the development of the "My Mind is a Pearl" pre-referral assessment tool. According to Steinburg "Intelligence is the capacity to learn from experience and the ability to adopt to the surrounding environment." p.32

This capacity to learn from experience suggests that intelligent people can and do make mistakes. Intelligent people are not those who do not make mistakes but rather those who learn from their mistakes and do not repeat them.

Adapting to the environment implies that being intelligent goes beyond receiving high scores on tests or good grades in school. How one handles a job, gets along with others and manages one's life in general is also an indication of intelligence.

"My mind is a Pearl" pre-referral assessment is designed as a third grade intelligence (common sense) assessment tool for use by third grade Washington State teachers of inner city African American students. It is designed as a supplemental pre-referral tool that may more accurately assess the intelligence of inner city African American students. For some students a more accurate and understanding of these abilities might lead to alternative regular education programs and services.

### Selection of Achievement Targets

Children who live, attend school and play in inner city areas need to understand how to avoid and deal with serious and sometimes life threatening situations. As a result children living in the inner city face unique choices and challenges.

With this knowledge and understanding the author selected self-knowledge, reasoning and disposition as the achievement targets selected to assess “common sense intelligence.

### Definition of Achievement Targets

- |             |  |
|-------------|--|
| Knowledge   | The student is able to define words, recall information from short and long-term memory.         |
| Reasoning   | The student is able to provide written descriptive details, steps, and processes to explain why. |
| Disposition | The student is able to respond in writing or verbally to open-ended questions.                   |

### Chosen Achievement Targets

Using the table below provides a general focused plan of assessment and the breakdown of content items and assessment targets.

The author believes children that live, attend school and play in inner city areas should be able to express their concerns in areas of relationships, safety, values, interests, and dislikes. The number of questions selected in each content area are listed under each achievement target.

### NUMBER OF ACHIEVEMENT TARGET QUESTIONS

CONTENT AREAS	SELF KNOWLEDGE	REASONING	DISPOSITION	TOTAL
RELATIONSHIPS	2	3	1	6
SAFETY	2	3	1	6
VALUES	2	3	1	6
INTERESTS	0	1	1	2
DISLIKES	0	1	1	2

# MY MIND IS A PEARL

A common sense intelligence tool to assist in the pre-referral assessment of inner city  
African American third graders.

THIS ASSESSMENT TOOL HAS BEEN DESIGNED TO BE ADMINISTERED IN  
SECTIONS RATHER THAN ALL SECTIONS AT ONE TIME.

BY

RICHARD DEAN NEWTON



## Introduction

This assessment tool designed is to measure knowledge and reasoning skills of inner city African American students in everyday interactions. The ability to make independent choices are increased as children spend time away from home interacting with others in their environment.

Because of unique environmental and behavioral differences of inner city African American children, non African American teachers often negatively label and criticize their behavior. As a result a high percentage of inner city African American students are placed in special education. Students enrolled in special education are not all held accountable for developing the specific skills and academic performance required to successfully score on the statewide Washington State test.

Students who score successfully on this pre-referral assessment will hopefully be considered for alternative regular education placement rather than placement in special education programs and services.

PART ONE

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## RELATIONSHIPS

Place a letter in the blank that is most like you.

1. I treat people \_\_\_\_\_
  - (a) like strangers
  - (b) fairly
  - (c) meanly
  - (d) like enemies
  
2. My family \_\_\_\_\_
  - (a) fights with me
  - (b) cares about me
  - (c) treats me o.k.
  - (d) I don't have a family
  
3. Make a list of the special things that are special you and your family do together.

4. Write what the word "friend" means to you.

5. Do you have a best friend ?                      yes    no

6. If you answered yes !

Tell your teacher who this person is and why he or she is your best friend.

STOP

PART ONE SCORING SHEETRELATIONSHIPS

## MULTIPLE CHOICE

1. A = 3 points  
 B = 4 points  
 C = 2 points  
 D = 1 point

2. A = 2 points  
 B = 4 points  
 C = 1 point  
 D = 3 points

## WRITING

3 &amp; 4

Each positive statement	5 points	Basic punctuation and form	5 points
Each negative statement	2 points	Some basic punctuation	3 points
		No punctuation	2 points

5. no points

## 6. VERBAL RESPONSE

Communicates a complete idea	5 points
Communicates an idea	3 points
Has difficulty communicating an idea	2 points

## SPELLING

All words spelled correctly	5 points
Most words spelled correctly	3 points
Few words spelled correctly	2 points

TOTAL POINTS SCORED \_\_\_\_\_

PART TWO

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## VALUES

Place a letter in the blank that is most like you.

1. Helping others \_\_\_\_\_
  - (a) Is not important
  - (b) Only if you're my friend
  - (c) Is only good if you get something in return.
  - (d) Can make me a good person
  
2. I feel good when \_\_\_\_\_
  - (a) I have money
  - (b) I am not in school
  - (c) I do well in school
  - (d) Kids know that I fight the best
  
3. What are some of the things people say about you ?

4. Why do they say these things ?

5. Does your teacher care about you ?    yes    no

Explain why !

6. Tell your teacher why school is or is not important to you.

STOP

PART TWO SCORING SHEETVALUES

## MULTIPLE CHOICE

1. A = 1 point  
 B = 3 points  
 C = 2 points  
 D = 4 points

2. A = 3 points  
 B = 1 point  
 C = 4 points  
 D = 2 points

## WRITING

3. 4. & 5.

Each positive statement	5 points	Basic punctuation and form	5 points
Each negative statement	2 points	Some basic punctuation	3 points
		No punctuation	2 points

## VERBAL RESPONSE

Communicates a complete idea	5 points
Communicates an idea	3 points
Has difficulty communicating	2 points

## SPELLING

All words spelled correctly	5 points
Most words spelled correctly	3 points
Few words spelled correctly	2 points

TOTAL POINTS SCORED \_\_\_\_\_

PART THREE

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## SAFETY

Place a letter in the blank that is most like you

1. Throwing things and playing rough are \_\_\_\_\_
  - (a) what I enjoy doing
  - (b) the best way to play
  - (c) can be dangerous
  - (d) makes me feel better than others
  
2. After school I \_\_\_\_\_
  - (a) go anywhere I want
  - (b) play until it gets dark
  - (c) go home, play, and do my homework
  - (d) go home, play, watch T.V. and have fun
  
3. Does anyone you know have a gun?            Yes    no  
If yes why ?



4. Are guns dangerous ?      yes    no

Explain your answer.

5. Do you ever fight with other kids ?      yes    no

Why ? Explain your answer.

6. Tell your teacher:

How can drugs help you and how can drugs hurt you.

STOP

PART THREE SCORING SHEET

SAFETY

## MULTIPLE CHOICE

1.     A = 1 point  
       B = 2 points  
       C = 4 points  
       D = 3 point
  
2.     A = 1 point  
       B = 2 points  
       C = 4 points  
       D = 3 points

## WRITING

3, 4, &amp; 5

Each positive statement	5 points	Basic punctuation and form	5 points
Each negative statement	2 points	Some basic punctuation	3 points
		No punctuation	2 points

## 7.     VERBAL RESPONSE

Communicates a complete idea	5 points
Communicates an idea	3 points
Has difficulty communicating	2 points

## SPELLING

All words spelled correctly	5 points
Most words spelled correctly	3 points
Few words spelled correctly	2 points

TOTAL POINTS SCORED \_\_\_\_\_

PART FOUR



INTERESTS

## 1. VERBAL RESPONSE

Communicates a complete statement	5 points
Communicates an idea	3 points
Has difficulty communicating	2 points

## 2. WRITING

Each positive statement	5 points	Basic punctuation and form	5 points
Each negative statement	2 points	Some basic punctuation	3 points
		No punctuation	2 points

## SPELLING

All words spelled correctly	5 points
Most words spelled correctly	3 points
Few words spelled correctly	2 points

TOTAL POINTS SCORED \_\_\_\_\_

PART FIVE

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## DISLIKES

1. Write a list of the things that you don't like to do.

2. Tell your teacher what makes you unhappy ?

STOP

PART FIVE SCORING SHEET

DISLIKES

## 1. WRITING

Each positive statement	5 points	Basic punctuation and form	5 points
Each negative statement	2 points	Some basic punctuation	3 points
		No punctuation	2 points

## 2. VERBAL RESPONSES

Communicates a complete idea	5 points
Communicates an idea	3 points
Has difficulty communicating	2 points

## SPELLING

All words spelled correctly	5 points
Most words spelled correctly	3 points
Few words spelled correctly	2 points

TOTAL POINTS SCORED \_\_\_\_\_

### Scoring the Assessment

The supplemental intelligence assessment tool has five sections and includes multiple choice, yes/ no answers, written and oral responses. The multiple-choice responses are weighted by their appropriateness (most healthy choice to least healthy choice ). It is acknowledged that weighting responses in this way may imply a bias of the author. A rubric to score writing, spelling and verbal responses was also designed.

The number of points a student may score on each of the four (4) parts of the assessment tool is given below.

Part 1.	28 points
2.	28 points
3.	28 points
4.	20 points
5.	<u>20 points</u>
	124 points

Total possible points for all four parts equal one hundred and twenty four points (124).

Rating Scale

0

62

124

Students who score sixty two (62) or more points should be considered intelligent decision makers and recommended to alternative programs that address the specific needs of the student. The alternative program should provide an education consistent with regular education programs and standards. Students who score below sixty two (62) points indicate an inability to make appropriate decisions and may need to continue in the referral process for possible special education placement



## CHAPTER FIVE

### Summary, Conclusions and Recommendations

#### Summary

The purpose of this project was to develop an alternative third grade special education pre-referral assessment tool, which could be used to help assess the intelligence of inner city African American students.

#### Conclusions

Conclusions reached as a result of this project were:

1. African American children, especially males are disproportionately and frequently inappropriately placed in special education and this trend unfortunately continues.
2. The overwhelming numbers of African Americans in special education may be due to placement and testing procedures, cultural differences, parent and teacher training problems, economic factors, and failure of schools to educate the students adequately.
3. African American children need an educational system that recognizes their strengths and abilities which actually incorporates them into the learning process.

4. African American families living in inner city areas, where the tax base is minimal and there is less public money available for child welfare agencies tends to intensify the problem of over-representation of inner city African American children placed in special education program

### Recommendations

As a result of this project, the following recommendations have been suggested:

1. There are apparent inaccuracies of the special education pre-referral, referral process and testing. Inner city teachers should consider supplemental intelligence testing specific to the students culture.
2. Inner city elementary schools should implement alternative classrooms and programs which maintain the same high standard objectives and goals required to successfully score on the Washington State Essential Learning's.
3. Include more in depth study of African American culture and learning styles in teacher education training programs.

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