

INTRODUCTION

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You don't make progress by standing on the sidelines, whimpering and complaining. You make progress by implementing ideas.

—Shirley Chisholm, *Unbossed and Unbought*

The landscape of the U.S. student population is changing. By 2024, ethnic and racial “minority” students will constitute the numerical majority of students in U.S. public schools (Kena et al., 2015). Although scholars have long projected this shift in racial and ethnic diversity of the school-age youth population, few training programs and resources focus on evidence-based strategies for delivering mental health services to ethnically diverse students. Thus, the purpose of this volume is to provide a comprehensive resource for the psychoeducational assessment of and interventions for ethnic minority children.

This volume is based on two important premises. First, empirical research is necessary to inform psychological practice with ethnic minority children. This idea is supported by the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (American

<http://dx.doi.org/10.1037/14855-001>

Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence-Based Approaches,
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Psychological Association [APA], 2003) and the *Guidelines for Research in Ethnic Minority Communities* (Council of National Psychology Associations for the Advancement of Ethnic Minority Interests, 2000). But although each of these sets of guidelines provides general principles, more specific information is needed to apply the principles to actual practice. This text addresses this need by explaining how the history of assessment and intervention informs current practices with ethnic minority students and then by applying the guidelines in a way that addresses these historical influences.

The second premise is that ethnic minority students are not homogeneous, and this reality requires cultural and context-specific research and interventions. All individuals exist within a context of historical, economic, and political circumstances, and psychologists are frequently called on to understand how these environmental systems influence individuals' behavior (APA, 2003). Our intent in this book is not to provide a definitive approach or solutions to all issues related to ethnic minority children, but rather to provide a practical starting point for stakeholders to consider when conducting research, conducting clinical assessments, and developing interventions. Directions for future research are highlighted in each chapter.

The scope of the volume is broad. Contributors cover fundamentals such as the history of assessment related to ethnic minorities, including how the revision of the standards for educational assessment affects ethnic minority students; cultural considerations in assessment practices for ethnic minority students (e.g., neuropsychological, early childhood, social-emotional assessment); and evidence-based intervention strategies to improve the performance of these students.

This book strives to integrate the current theory, research, and practice of assessment and intervention for ethnic minority students into one comprehensive resource. Although other texts cover assessment and intervention, they do not focus specifically on empirically proven intervention strategies for ethnic minority populations. This volume focuses on strategies that have proven to be effective with ethnic minority populations and programs that school-focused researchers and practitioners can implement. It guides readers through the process of assessing and intervening with ethnic minority populations.

This volume consists of three parts. Part I (Chapters 1–3) describes the historical context of U.S. schooling for ethnic minority children. Chapters in this section provide a foundation from which to understand the need for improved assessment and intervention practices for minority students, including a historical overview, theoretical frameworks, and national standards for educational and psychological testing as it relates to ethnic minority children. In Chapter 1, Graves and Aston provide a comprehensive overview of the history of assessment with ethnic minority populations. Given the controversial nature of intellectual assessment with diverse populations, it is important

to have a reference point to frame subsequent chapters. In Chapter 2, Blake, Smith, and Knight focus on theoretical frameworks to explain achievement outcomes in ethnic minority children. Given longstanding academic achievement gaps, it is imperative that the theoretical frameworks and ideologies that guide educational policy are relevant for diverse populations. In Chapter 3, Worrell and Roberson examine the recently updated *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014) that provide a framework for evaluating tests and testing practices in the fields of psychology, education, and psychometrics. The authors provide an overview of previous versions of the *Standards* and discuss how the content affects diverse populations.

Part II (Chapters 4–8) provides a theoretical foundation for understanding assessment practices in relation to ethnic minority youth; it also provides discussions applications for assessing this population. In particular, chapters in this section document culturally appropriate assessment practices in the areas of intelligence, academic achievement, social–emotional assessment, early childhood, and neuropsychology. In Chapter 4, Graves and Nichols provide a historical overview and the current state of intellectual assessment of ethnic minority children in the United States. Because of the ongoing debate regarding bias in norm-referenced assessment instruments and ethnic minority children, researchers and practitioners must understand these issues. In Chapter 5, Nellis and Hopple focus on the assessment of academic skills and achievement within the context of special education evaluation and identification. With schools being tasked with assessing students' academic performance, it is important to understand what is measured, how it is measured, and how the information is used. In Chapter 6, Blake, Winters, and Frame provide essential information that professionals should understand when assessing students of ethnically diverse backgrounds for social–emotional and behavioral concerns. These authors discuss assessment criteria in light of criteria established by the Individuals with Disabilities Education Improvement Act of 2004 and the *Diagnostic and Statistical Manual of Mental Disorders*. In Chapter 7, McGoey, McCobin, and Venesky review the recommended assessment practices in early childhood and provide specific recommendations for working with diverse families. In Chapter 8, Thames, Karimian, and Steiner highlight essential findings from the disciplines of cultural neuroscience and cultural neuropsychology that have informed and influenced current clinical practice. These considerations include economic disadvantage, educational quality, the use of ethnic and racial corrected norms, the use of interpreters, culturally familiar test content, bilingualism, stereotype threat, and test-taking anxiety.

Finally, Part III (Chapters 9–14) documents the current state of intervention practices for ethnic minority youth. The section aims to provide a

theoretical foundation for understanding intervention practices in relation to ethnic minority youth, as well as practical applications for intervening with this population. This section describes interventions for reading, social–emotional development, and other subjects. It also presents general guidance for improving educational and mental health service delivery for ethnic minority populations. In Chapter 9, Burns, Pulles, Helman, and McComas demonstrate how screening data from the curriculum-based measurement of oral reading fluency with first-grade students could be used to evaluate student response to the core curriculum and to identify the need for Tier 1 interventions. In Chapter 10, Castro-Olivo, Cramer, and Garcia describe a research agenda for culturally validated interventions that best serve the social–emotional and academic needs of diverse children. In Chapter 11, Newell reviews the evidence on consultation with racial minority students and discusses methods and approaches for conducting high-quality consultation research with racial minority students. In Chapter 12, Townsend and Hargrove explore health vulnerabilities faced by African American girls. In addition, they offer a conceptual model that considers contextual factors, which researchers may find helpful in guiding intervention development. In Chapter 13, Joseph discusses the advantages and usefulness of single-subject research designs with culturally and linguistically diverse populations. In Chapter 14, Proctor and Simpson discuss how multicultural training within psychology graduate programs can improve service delivery to ethnically and racially diverse prekindergarten to 12th-grade students. These authors also make recommendations for multicultural practices that can be initiated to prepare psychologists to work with ethnically and racially diverse school-age students.

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