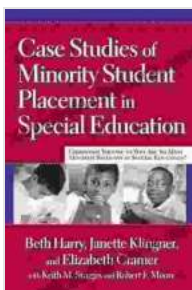


# Case Studies of Minority Student Placement in Special Education: Examining the Impact of Race, Ethnicity, and Socioeconomic Status

The disproportionate placement of minority students in special education has been a persistent issue in American education for decades (Harry & Anderson, 2018; Skiba et al., 2012). This issue has been the subject of numerous studies, reports, and policy initiatives, all of which have sought to identify the causes of this problem and develop strategies to reduce it (Artiles & Kozleski, 2013; Ferguson, 2018).

Despite these efforts, the disproportionate placement of minority students in special education persists (Losen & Orfield, 2018; Patton & Ferguson, 2014). This has led to calls for more research on the factors that contribute to this problem, as well as the development of more effective strategies to address it (Artiles & Kozleski, 2013; Skiba et al., 2012).

This paper presents case studies of three minority students who were placed in special education. The case studies provide a detailed look at the factors that contributed to these students' placement in special education, as well as the impact that this placement had on their educational experiences.



## Case Studies of Minority Student Placement in Special Education by Beth Harry

★★★★☆ 4.6 out of 5

Language : English  
File size : 806 KB  
Text-to-Speech : Enabled  
Screen Reader : Supported

Enhanced typesetting :	Enabled
Word Wise :	Enabled
Print length :	144 pages
Library Binding :	128 pages
Reading age :	15 - 17 years
Grade level :	12 and up
Item Weight :	7.5 ounces
Dimensions :	5.06 x 0.49 x 7.81 inches
Paperback :	214 pages



## Case Study 1

The first case study is of a 10-year-old African American boy named Jamal. Jamal was placed in special education in the third grade due to his difficulty with reading. Jamal's reading skills were significantly below grade level, and he was struggling to keep up with his classmates.

Jamal's teachers attributed his reading difficulties to a lack of intelligence. They believed that he was not capable of learning to read at the same level as his classmates. As a result, they placed him in a special education class for students with intellectual disabilities.

However, Jamal's parents did not believe that he was intellectually disabled. They believed that his reading difficulties were due to other factors, such as the lack of support he was receiving at school. They advocated for him to be placed in a regular education class with additional support.

After a long battle with the school district, Jamal's parents were finally able to get him placed in a regular education class with additional support. He

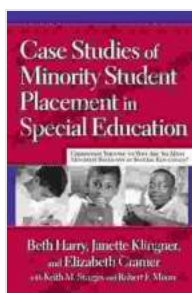
was given intensive reading instruction, and he made significant progress. By the end of the year, he was reading at grade level.

## Case Study 2

The second case study is of a 12-year-old Latina girl named Maria. Maria was placed in special education in the fifth grade due to her behavior problems. Maria was often disruptive in class, and she had difficulty following directions.

Maria's teachers attributed her behavior problems to a lack of discipline. They believed that she was not capable of controlling her behavior. As a result, they placed her in a special education class for students with emotional disturbance.

However, Maria's parents did not believe that she had an emotional disturbance. They believed that her behavior problems were due to other factors, such as the stress she was experiencing at home. They advocated for her to be placed in a regular education class with additional support.



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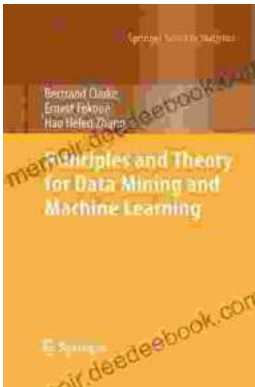
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