

SLP Private Practice in Color

## SLP Private Practice in Color Presents: Cultural Humility Pt .

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### Systematic racism in Education

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- Doctor of Education with a concentration in Education Leadership
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- Equity Initiative Program Director
- Adjunct Professor at Texas Wesleyan University

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### Dr. Suzanne Williams, PhD, CCC-SLP

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- Doctor of Special Education
- SLP for River Forest Public Schools
- 20+ years of experience
- Adjunct Professor at Elmhurst College

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**NATIONAL CARES**  
MENTORING MOVEMENT

### National Cares Mentoring Movement

- The National CARES Mentoring program is an organization that takes a community movement approach to address the sociemotional trauma and academic inequities that are a direct consequence of living in poverty. To date they have recruited over 140,000 mentor to support 200,000 children in more than 58 cities.

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## Introduction

### Systematic Racism in Education

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## Historical Context

### Systematic Racism in Education

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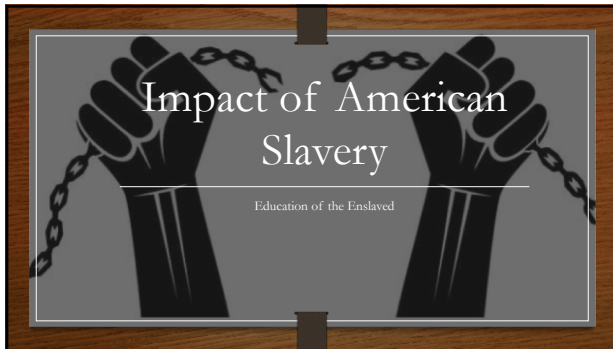
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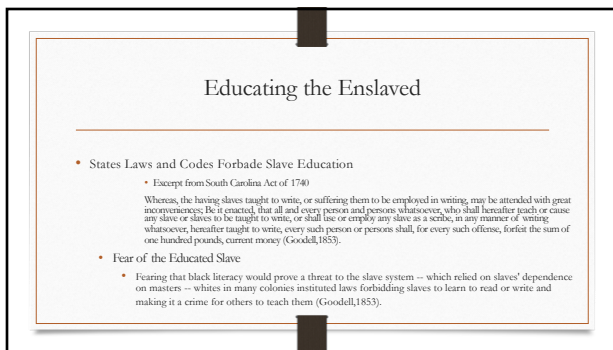
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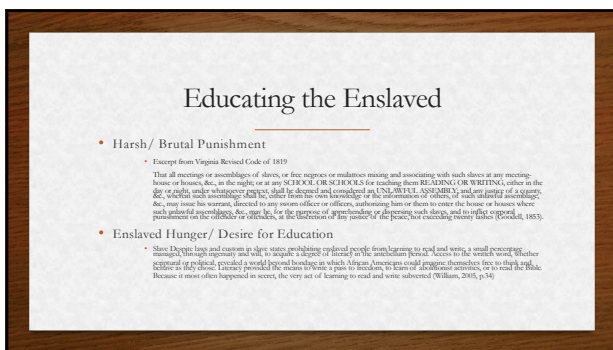
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## Education of the Enslaved

- **Slave Resilience**
  - Slaves who attempted to educate themselves, if caught, suffered physical and psychological consequences. Nonetheless, even under the strict limitations of slavery, slaves still developed ingenious strategies to become literate (Williams, 2005, pp. 320).
- **Slave Ingenuity**
  - Williams tells the story of slaves who received their instruction in "pit schools," so named as such because they were "piled in the ground way out in the woods away from the master's surveillance," (Williams, 2005, pp. 323).
  - She also writes about slaves who "hid spelling books under their hats to be read whenever they could conceal or bribe a literate person to teach them," (Williams, 2005, pp. 324).
- **Black Union Soldiers**
  - During the Civil War — a time when the fate of the institution of slavery was yet undetermined — African Americans' desire to learn continued to burn. Williams tells of some Black soldiers studying their lessons during their lunch breaks and grasping at every opportunity to advance their education. She found that "during the transition from slavery to freedom many African Americans simultaneously attempted to satisfy material needs with intellectual longing." She presents detailed evidence of African Americans simultaneously clamoring for their education and their freedom (Williams, 2005, pp. 325).
  - Ferebee was twelve years old when he ran away to Union soldiers at Elizabeth City, North Carolina, in 1861. He was fourteen when Isaac Bishop, a local minister, taught him the alphabet on June 1, 1863, in the school that Bishop held in his New Hope Church (Williams, 2005).

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## Reconstruction (Post-Slavery)

- After the war, even former slave became a learner, every person a teacher, every place a school—or so it seemed. With torn spelling books and reading primers in hand, freed people gathered in homes, in cellars, in sheds, in corners of meetinghouses, even under shade trees during breaks from working their crops (Sandler & Renfer, 1997, pp. 1).

## Historical Context of Education in the Black Community

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## The Education of a Freedpeople

- Education was a vital necessity for freed slaves
  - "during the transition from slavery to freedom, many African Americans simultaneously attempted to satisfy material needs with intellectual longing." She presents detailed evidence of African Americans simultaneously clamoring for their education and their freedom (Williams, 2005, pp. 320).
  - London R. Ferebee, normal school graduate and elder in the AME Zion Church, marked three significant dates in his life: the day he was born, the day he became free, and the day he learned the alphabet (Williams, 2005, pp. 224).

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## The Education of Freedpeople

- The role of the Negro Church
  - He was fourteen when Isaac Bishop, a black minister, taught him the alphabet on June 1, 1863, in the school that Bishop held in his New Bern church (Williams, 2005, pp.224).
- Yankee Schoolmarms
- Generational Learning
  - African American children learned from teachers, and older family members learned from them. In one classroom, a six year-old girl sat alongside her mother, her grandmother, and her great-grandmother, who was over seventy-five years old. All of them were learning to read for the first time (Sandifer & Renfer,1997,pp.1).

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## The Education of Freedpeople

- Segregated School Systems
  - Separate & Unequal
    - Elijah Mays died in the summer of 1910, even as W.E. B. Du Bois and his Fisk University team conducted the research for *The Common School and the Negro American*.<sup>3</sup> At seventy years old, Mays had lived through slavery, emancipation, Reconstruction, and redemption. He had been enfranchised and disfranchised. Mays taught in Kentucky's "Colored Schools" for nearly thirty years, until 1892. Both as a teacher and, after retirement, an observer of the state's public schools, Mays would have been mindful of the unequal system that the state had designed for black students (Williams, 2005, pp.224).

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## The Education of Freedpeople

- Segregated School Systems
  - Separate & Unequal
    - Lack of Resources
      - Schoolhouses
      - Teachers
    - Scarcity of books
      - Books were of course essential to teaching. These were the aids that teachers customarily relied on to provide common reference points. Selling individual lessons to large numbers of students could be tedious and onerous. But books were dearer, passed by generations of freedmen and women. James Varner reported seeing the young men in Charleston with a worn book of prayers by Tennessee Henry McNeal Turner tied to their waists with the government for books for his regiment, and Emanuel Smith in Apalachicola, Florida reported books from the American Missionary Association in New York to pass on to freedpeople who could hardly afford to pay (Williams, 2005, pp.228).

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## Freedpeople's Push for Equity for All

Freedpeople's universal demand for education invariably served as the catalyst for bringing public schooling to the South.

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### Civil Rights Era

Suffice it to say that although schooling has achieved a certain degree of social mobility for some, its structure, content, and methods of inculcating knowledge are readily recognized as being developed to suit the goals of the majority White American society, and until the civil rights movement of the 1960s, the social mobility of students of color was not a goal of American education (Blanchett et al., 2009, pp.393)

## Historical Context of Education in the Black Community

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## Education in the Civil Rights Era

- The Push for Integration
  - Dismantling Jim Crow Segregation
    - Brown vs. Board of Education- Federal Ruling
    - The Civil Rights Act of 1964
      - IV. Prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

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## Education Post Civil Rights Era

- Historical Legislation
  - Education for all Handicapped Children Act (EHA)
    - Indeed, the establishment of the Bureau of Education for the Handicapped in the 1960s and the passage of the Education for all Handicapped Children Act (EHA) in 1975 followed in the wake of the civil rights movement (Odom et al., 2007, pp.62)
    - The mandate for nondiscriminatory assessment procedures in the civil rights legislation of Section 504 of the Rehabilitation Act of 1973 that laid the groundwork for the requirements for nondiscriminatory testing and the due process safeguards against misclassification in the passage of the EHA (Jacob-Timm & Hartshorne, 1998)

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## The Negro's Push for Equity for All

- Progress toward universal schooling for children regardless of handicapping condition was fueled by the civil rights movement and deeply influenced by its rhetoric of equality and solidarity. Although envisioned as parallel movements, it is not far-fetched to say that the special education and civil rights movements were actually on a collision course (Harry & Klingner, 2006).

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## The Education System

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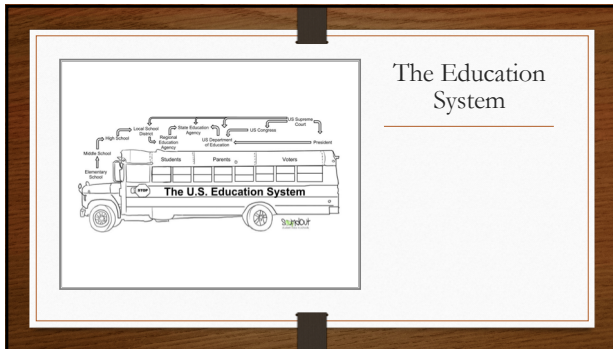
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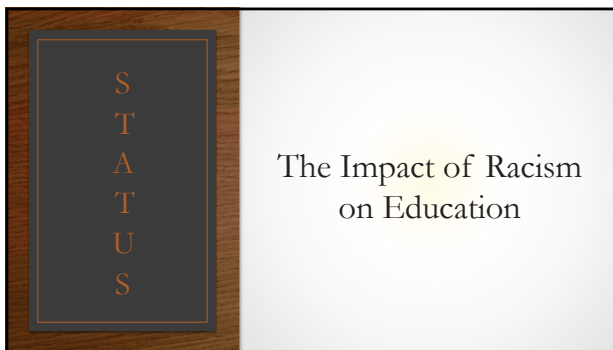
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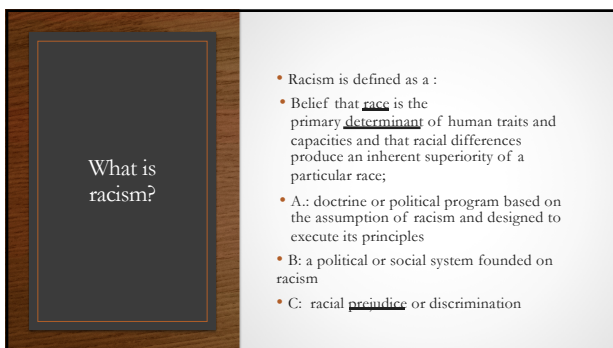
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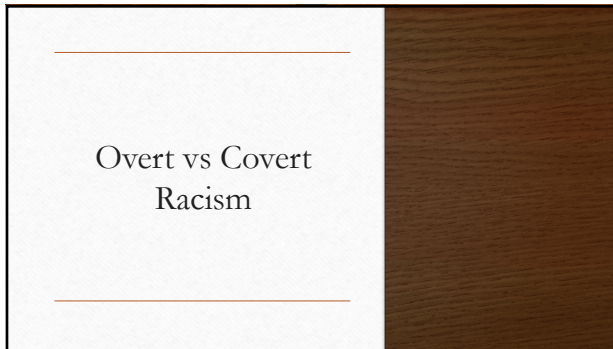
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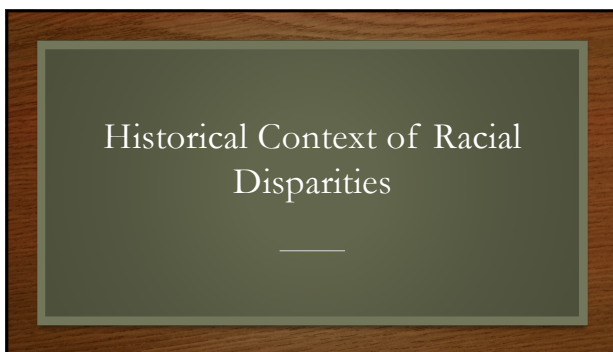
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Both class and race survive education, and neither should. What is education then? If it doesn't help a human being to recognize that humanity is humanity, what is it for? So you can make a bigger salary than other people? -Beah Richards

## Racial Disparities

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### Racial Disparities

- Disparities include but are not limited to:
  - School funding
  - Disciplinary Policies
  - Teacher Placement
  - Graduation Rates
  - AP/Gifted Class Placement
  - Special Education
  - Higher Education

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## RACIAL DISPARITIES: Education

- Funding
  - Federal → State → Local
    - Local funded by **PROPERTY TAXES**
  - According to ED Build: 23-Billion-dollar gap between Predominately White and Predominately Black Schools
    - \$2,226 less per child

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## RACIAL DISPARITIES: Education

- Disciplinary Policies
  - Oswald et al. (1999) reported that African American children were about 2.4 times more likely to be identified as mentally retarded (MR) and about (4) times more likely to be identified as emotionally/ behaviorally disturbed (EBD) than their non African American peers.

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## RACIAL DISPARITIES: Education

- Teacher - Student Identification
  - According to the Department of Education
    - The elementary and secondary educator workforce is overwhelmingly homogenous (82 percent white in public schools).
    - Education leaders are also predominantly white. In the 2011-12 school year, only 20 percent of public-school principals were individuals of color.
- Teacher Qualifications in Low Socioeconomic Areas
  - Teachers' degrees, qualifications, and licensing or certification status in affluent communities are impressive and increasingly improving, whereas teachers in high-poverty schools are underprepared and know too little about teaching culturally and linguistically diverse learners (Villegas & Lucas, 2002).

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## RACIAL DISPARITIES: Education

- Graduation Rates
  - The National Center for Education Statistics reported the following: In school year 2017-18, the national adjusted cohort graduation rate (ACGR) for public high school students was 85 percent, the highest it has been since the rate was first measured in 2010-11. Asian/Pacific Islander students had the highest ACGR (92 percent), followed by White (89 percent), Hispanic (81 percent), Black (79 percent), and American Indian/Alaska Native (74 percent) students.
- Dropout Rates
  - The National Center for Education Statistics reported the following: In school year 2017-18, American Indian/Alaska Native youth had the highest status dropout rate (10.1 percent) of all racial/ethnic groups, including youth who were Hispanic (8.2 percent), Black (6.5 percent), of Two or more races (4.5 percent), White (4.3 percent), Pacific Islander (3.9 percent), and Asian (2.1 percent). In addition, Hispanic and Black youth had higher status dropout rates than youth of Two or more races and White, Pacific Islander, and Asian youth.

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## RACIAL DISPARITIES: Education

- Special Education
  - African American Students more likely to be identified with a learning disability (LD)
    - Whereas the numbers in the learning disabilities (LD) category have increased almost sixfold over the past two decades, the rates of placement for all ethnicities in MR have been reduced by almost half. Nevertheless, among those students who are designated MR, African Americans are more than twice as likely as students of other ethnicities to be identified (Donovan & Cross, 2005)
  - African American students are 2.99 times more likely to be classified as having MR, 1.17 times more likely to be classified as having autism, and 1.65 times more likely to be identified as having developmental delay (U.S. Department of Education, 2003).
  - African Americans and other students of color who are identified and labeled as having disabilities often experience what Blanchett, Mumford, and Braxton (2003) and Ferris and Gossney (2002) call "double jeopardy." Blanchett et al. (2005) used the term to refer to the fact that not only do 392 Urban Education many African Americans and other students of color experience all the educational inequities associated with living in poverty and attending urban schools that are often insufficiently funded and resourced, but, in addition, these students are labeled as having a disability and many of them also experience inequities that are inherent in the special education system, including segregated classrooms, limited access to the general education curriculum, and poor post-school outcomes (Blanchett et al., 2005).

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## RACIAL DISPARITIES: Education

- Special Education
  - SLI
    - Prevalence of SLI in racial/ethnic groups was highest in Native Americans, with African Americans being the next highest, followed by Hispanics, and then Whites. No students of Asian descent presented with SLI (Tomblin et al., 1997)

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## Racial Disparities

- Traditionally, there has been an overrepresentation of minority students in special education. However, minority students with gifted and talented exceptionalities are underrepresented in special school programs designed to serve this group. (Anguiano, 2003,pp.33)

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## RACIAL DISPARITIES: Education

- AP/Gifted Placement
  - Klopferstein(2004)found that African American and Hispanic students in Texas, who were more likely to come from low-income families, were not as likely to participate in AP programs when compared to White students.
  - Of the National Educational Longitudinal Study (NELS): 88/2000 sample that participated in AP programs during the period under study, the racial breakdown was as follows: African Americans (13%), Asian or Pacific Islanders (5%), Hispanics (10%), and Whites (72%).
- Gifted
  - Data from the Office for Civil Rights (OCR) at the U.S. Department of Education reveal that as of 2009, African American students constitute 16.7% of the student population but just 9.8% of students in gifted programs.

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## RACIAL DISPARITIES: Education

- Higher Education
  - According to the NCES College Enrollment Rates by sex, race for 2018
    - White male 59%, Black male 35%, Hispanic male : 32%
    - White female:45, Black female: 41%, Hispanic female: 40
  - According to the NCES College Graduation Rates (4yrs) by sex, race for 2010
    - White:45%; Black 21%
  - Speech-Language Pathology and Audiology
    - According to the CSD Education Survey National Aggregate Data Report
    - Undergraduate Program Graduates 27.8% were individuals from racial/ethnic minority groups ; Master's Level Graduates 17.2% racial/ethnic minority groups ; Audiology / Clinical Doctoral Programs 14.8% were racial/ethnic minority groups ; Research Doctoral graduates 13.2 % were racial/ethnic minority groups
    - <https://www.cshs.org/Academic/HTIS/CSD-Education-Services-Data-Report/>

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## Standardized Testing

### Reinforcing Racist Policies

One of the most lasting legacies of Western racism is a deep-seated belief in the inferior intelligence of individuals of color (Odom et al., 2007,pp.65).

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## Standardized Testing: History

- Used to segregate the military
- According to the National Education Association (NEA) At the time, psychologist Carl Brigham wrote that African-Americans were on the low end of the racial, ethnic, and/or cultural spectrum. Brigham had helped to develop aptitude tests for the U.S. Army during World War I and was influential in the development of the Scholastic Aptitude Test (SAT) (Rosales, 2018, pp.62).

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## Standardized Testing: Reinforcing Racial Disparities

- The Bell Curve (Herrnstein, 1994), which, despite its numerous flaws (e.g., Fraser, 1995), was taken seriously by a large segment of the mainstream population. Although many scholars have pointed out the arbitrariness of race and the fallacies inherent in attributing presumed variations in intelligence to racial differences (e.g., Gould, 1981), beliefs about inferior intelligence have been institutionalized in the policies and practices of our public schools (Steele, Perry, & Hilliard, 2004)
- According to Fair Test, they disproportionately fail state or local high school graduation exams. Those tests provide no social or educational benefit. They do not improve college or employment readiness. Not having a diploma leads to higher rates of unemployment and imprisonment and lower rates of forming stable families. Because, on average, students of color score lower on college admissions tests (SAT and ACT), many capable youth are denied entrance or access to so-called "merit" scholarships, contributing to the huge racial gap in college enrollments and completion (2010).

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## Systematic Racism in Education

As Klingner, Blanchett, and Harry (2007) noted, failure to place issues of race, class, culture, and language at the center of educational considerations and decision making assumes that the American education system, special education, and human and community services systems that provide service to families are race, class, culture, and language neutral.

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## Systematic Racism in Education: Identification and Labeling

- **Identification**
  - Disproportionate representation is a complex phenomenon that cannot be explained by simplistic views that focus narrowly on the role of poverty or students' presumed lack of intelligence or other deficits and that pay too little attention to the role of context and other factors external to the child (Klingner et al., 2003), including but not limited to institutionalized White (Blanchett et al., "Race, Culture, and Disability 197" privilege and racism (Blanchett, 2006). By context, we mean the various nested systems that influence a child's experiences as well as how the child is perceived, from the classroom, to the school, to the local community, to the larger society.
  - O'Connor and DeLaCruz Fernandez (2006) noted that a focus on poverty as the explanation for the overrepresentation of African Americans in MR programs overemphasizes the concept of development and consequently underanalyzes how the normative culture of society and thus schools (i.e., of the White middle and upper classes) situate minority youths as academically and behaviorally deficient in comparison. They assert that it is the culture and organization of schools (and not poverty) that places minority students at heightened risk for special education placement.
  - Hibel et al. found that schools with high minority student enrollments were less likely to place students into special education in general. This was also the case for the specific disabilities of LD, SLI, and MR. This contextual effect partially mediated the negative effects of Hispanic and Asian race/ethnicity on a student's odds of placement into special education. It also fully explained African American under placement (Hibel et al., 2010, pp. 327).

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## Systematic Racism in Education: Foundational Deficits

- **Early Learning & Development**
  - Research has noted that children from low-income families, black and Hispanic children, children from Spanish-speaking homes, and children of mothers with low levels of education on average perform worse on indicators of academic achievement than their more advantaged peers.1-6 (Halle et al., 2009, pp. 17)
  - Recent evaluations of Early Head Start suggest that offering comprehensive services to infants and their families can result in improved Outcomes in Early Learning and Development 21 outcomes for infants and toddlers. Specifically, results of the national Early Head Start Research and Evaluation Project indicate that Early Head Start has a significant, modest, positive impact on child cognitive ability, child aggressive behavior, maternal supportiveness, and the home environment. Furthermore, these positive impacts do not diminish over time (Halle et al., 2009, pp. 18)

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## Systematic Racism in Education: Re-segregation

- **Schools are as segregated as the past**
- According to the National Assessment of Educational Progress
  - Black students are also in economically segregated schools. Less than one in three white students (31.3%) attend a high-poverty school, compared with more than seven in 10 black students (72.4%).
  - one in eight white students (12.9%) attends a school where a majority of students are black, Hispanic, Asian, or American Indian. In contrast, nearly seven in 10 black children (69.2%) attend such schools.
  - African Americans and other students of color experience all the educational inequities associated with living in poverty and attending urban schools that are often insufficiently funded and resourced, but, in addition, these students are labeled as having a disability and many of them also experience inequities that are inherent in the special education system, including segregated classrooms, limited access to the general education curriculum, and poor post-school outcomes (Blanchett et al., 2005).

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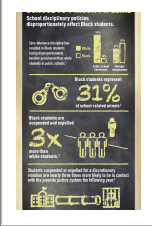
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**School disciplinary policies disproportionately affect Black students**

Black students are suspended or expelled at a rate 31% higher than white students.

Black students are 3x more likely to be suspended or expelled than white students.

Black students are 3x more likely to be suspended or expelled than white students.

## Systematic Racism in Education: School to Prison Pipeline

CSD students are more vulnerable

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## Dismantling racism in the Education

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Speech Language  
Pathologists and  
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**PROPOSAL**

**Dismantling  
racism in  
Education**

According to Kalyanpur and Harry (1999), special education is grounded in three core American macrocultural values that are major tenets of the Individuals with Disabilities Education Act of 1990: individualism, equity, and choice. In providing an explanation of how these core macrocultural values affect special education, they indicated that the value of individualism underlies the principles of due process and individualized, appropriate education, whereas the principles of parent participation and the LRE are grounded in the right to freedom of choice. Similarly, the value of equity is embedded in the principles of zero reject, nondiscriminatory assessment, and parental participation. (p. 20)

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### Dismantling Racism in Education

- Extensive Cultural Sensitivity Courses and Trainings
  - Differing cultural perspectives of disability, limited access and unfamiliarity with available service delivery options, service providers' lack of understanding of the effect of families' race, social class, cultural values/beliefs, experiences, and perspective of disabilities on service delivery, and families' lack of access to culturally and linguistically responsive curriculum and services (e.g., Harry, Kalyanpur, & Day, 1999; Rusch, Monroe, Blacher, Shapiro, & Gonzalez, 2005).
  - Research has clearly documented that parents' culture, values, and beliefs influence how they perceive and respond to their child with a disability (e.g., Harris, 1996; Harry, 1992).
  - Similarly, in her research with African American parents and Hispanic parents, Harry (1992) found that these mothers were more likely to see the birth of their child with a developmental disability as a "gift from God" and, as such, believed that it was their responsibility to care for their children and not the responsibility of external caregivers.

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### Dismantling Racism in Education

- Preventative/Early Identification Approaches
  - Community education
  - Screenings in underserved communities
- Teacher
  - Studies show African American Students perform better and have a higher trajectory if taught by teachers that identify from the same communities.
  - Increased Competency in Lower SES areas
  - Initiative to recruit ethnically diverse teachers

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## Dismantling Racism in the Health Field

- Evaluation/Assessment
  - Cultural Sensitivity with presentation of assessment
  - Complete comprehensive assessments that consider cultural variabilities
- Individualized Treatment that considers culture and economics
  - "Children get dealt grossly unequal hands, but that is all the more reason to treat them equally in school, Chris thought. 'I think the cruelest form of prejudice is... if I ever said, 'Clarence is poor, so I'll expect less of him than Alice.' Maybe he won't do what Alice does. But I want his best.' She knew that precept wasn't as simple as it sounded. Treating children equally often means treating them very differently. But it also means bringing the same moral force to bear on all of them, saying, in effect, to Clarence that you matter as much as Alice and won't get away with not working, and to Alice that you won't be allowed to stay where you are either.'"
  - Tracy Kidder, *Among Schoolchildren*

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## Dismantling Racism in the Health Field

- Provide Student and Parent Support/ Resources
  - From Early interventions-Post Secondary Schooling
  - In addition, once individuals of color with developmental disabilities exit the public-school system, their families and caregivers encounter even greater hardships and more access difficulties because available services are severely limited, especially in rural areas (Gammon, 2000).
  - According to Kalyanpur and Harry (1999), special education is grounded in three core American macrocultural values that are major tenets of the Individuals with Disabilities Education Act of 1990: individualism, equity, and choice. In providing an explanation of how these core macrocultural values affect special education, they indicated that the value of individualism underlies the principles of due process and individualized, appropriate education, whereas the principles of parent participation and the LRI are grounded in the right to freedom of choice. Similarly, the value of equity is embedded in the principles of zero reject, nondiscriminatory assessment, and parental participation. (p. 20)

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## RESOURCES

- Among Schoolchildren*  
by Tracy Kidder
- City Schools & the American Dream Reclaiming the Promise of Public Education*  
by *Charles K. Johnson*
- Education & Capitalism Struggles for Learning & Liberation*  
by *Charles Johnson*
- For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education*  
by *Gloria Ladson-Billings*

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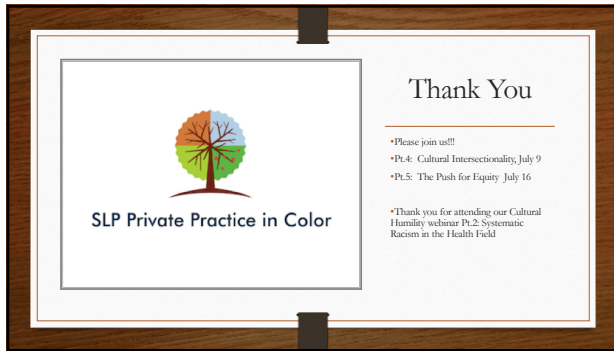
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