This special issue seeks to provide an update on the state of cognitive assessments for Black children since the Larry P. vs. Wilson Riles Decision. Of particular interest are studies examining: (a) current trends in special education placements in regard to Black children in learning disability and intellectual disability categories over the last forty years; (b) psychometric studies examining the factorial structure and predictive validity of current cognitive assessment instruments for Black children; (c) assess current evaluation practices with Black children that account for cultural biases during the assessment process; (d) current practices in the state of California for assessing Black children.

This special issue will be guest-edited by Dr. Isaac Woods (University of Kentucky) and Dr. Scott Graves (The Ohio State University).

For full consideration for the special issue manuscripts should be submitted by February 28th, 2020

Please contact the lead guest-editor, Dr. Isaac Woods (isaac.woods@uky.edu) or Dr. Scott Graves (graves.388@osu.edu) or with any questions.
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