

Special education disproportionality in the United States, Germany, Kenya, and India

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Abstract

Disproportionality in special education includes the underrepresentation and overrepresentation of children by gender, economic status, race, ethnicity, language, and culture. This article reviews literature on disproportionality in the United States, Germany, Kenya, and India. Societal views of disability, classism, racism, and inequitable assessment are among the factors that contribute to disproportionality. Preventative medicine, equitable access to resources, ethical and effective assessment procedures, and educational practices that are gender equitable and culturally responsive may reduce the problem of disproportionality.

Keywords: Disproportionality; Overrepresentation; Underrepresentation; Cultural competence

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