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Nota di contenuto	Intro -- Contents -- Title -- Copyright -- Dedication -- Acknowledgments -- Chapter 1: Why the Need for This Book? -- Scripted Knowledge -- What This Book is Not -- Chapter Content -- Chapter 2: The Problem of Quack Multiculturalism -- What is Multiculturalism? -- Types of Superficial Multiculturalism -- What Multiculturalism is Not -- The Distinguishing Features of Sociopolitical Ideologies -- Six Essential Doctrines that Constitute Multiculturalism Ideology -- Models of Multicultural Advocacy Within Professional Training -- What is Quack Multiculturalism, and Why is it Problematic? -- Purpose of Remaining Chapters -- Additional Resources -- Chapter 3: Home and Family -- Settlement Patterns of U.S. Racial/Ethnic Groups -- The Influence of Socioeconomic Status -- Correlates of Social Class Status -- The Impact of Crime on Neighborhoods and Families -- Immigration Status -- Factors that Influence English-Language

Learning -- Parenting Interventions -- Brand-Name Interventions -- Additional Resources -- Chapter 4: Contexts for School Learning -- School Type -- Varieties of Bilingual Education -- Urban, Suburban, and Rural Schooling -- Levels of School Racial/Ethnic Integration -- School Climate -- Principal Leadership -- Final Thoughts -- Additional Resources -- Chapter 5: General Cognitive Ability, Learning, and Instruction -- Academic Characteristics of Students Within Different IQ Ranges -- Practical Implications of Large IQ Differences in Schools -- Interventions for Vulnerable Learners -- Conclusion -- Additional Resources -- Chapter 6: Testing and Assessment -- Improving Standardized Large-Scale Testing for English-Language Learners -- Test Preparation/Test Anxiety Reduction -- Study Skills -- Do Cultural Minority Students Experience Higher Levels of Test Anxiety Compared to Other Students? -- Interventions Using Curriculum-Based Assessment.

Additional Resources -- Chapter 7: School Discipline and Behavior Management -- Discipline as a Fundamental Priority that Supports Academics -- Habits of Highly Effective Paternalistic Schools -- Additional Resources -- Chapter 8: Crime, Delinquency, and Gangs -- Contexts for Crime -- Crime Prevention in School Settings -- Juvenile Delinquency -- Responses to Juvenile Delinquency -- Brand-Name Intervention Programs for Crime-Involved Youth -- Gangs -- Gang Impact on Schools -- Gang Intervention -- Additional Resources -- Chapter 9: School District Resources -- Greater School Psychology Role Differentiation in Large Districts -- Resources for Addressing Social Problems Impacting Large School Districts -- School District Services for Immigrant Students -- School District Responses to Educational Challenges of Non-English Language and Immigrant Status -- How Can School Psychologists Help School Districts Serve Immigrant Students/Families? -- Additional Resources -- Chapter 10: Where Do We Go From Here? -- The Current State of Affairs vis-A-vis Multicultural Issues -- Future Directions -- Glossary -- References -- Author Index -- Subject Index.

Sommario/riassunto

"Dr. Frisby focuses a bright light on issues that often remain obscured in a fog of polemics, deeply held convictions, and genuine concern for the plight of minority students. Meeting the Psychoeducational Needs of Minority Students cuts through this fog with intense, sharp, clear thinking and data-driven conclusions." -Jeffrey P. Braden, PhD, Professor of Psychology and Dean of the College of Humanities and Social Sciences, North Carolina State University "Going beyond superficial 'feel good' or 'feel bad' ideologies to probe what really makes a difference in meeting the needs of often underserved populations, Craig Frisby provides a comprehensive, rigorous, well-written, and entertaining (honest!) work that addresses the intersection of race, ethnicity, and education." -Betty Henry, PhD, School Psychologist, California School for the Blind "Dr. Frisby makes a perceptive and incisive assessment of much of the multicultural ideology currently propagated in professional psychology and education and directly confronts some of the major issues surrounding multiculturalism. Unlike many other critiques that have been proffered over the last few decades, however, Meeting the Psychoeducational Needs of Minority Students also provides many concrete solutions for how to begin changing the current milieu." -A. Alexander Beaujean, PhD, Associate Professor, Baylor University A practical, research-based guide to facilitating positive educational outcomes for racial, ethnic, and language minority students This timely book is written from the perspective of contemporary school psychology for a variety of school personnel, including school psychologists, teachers, guidance

counselors, and administrators, with coverage of: * The problem of quack multiculturalism * Home and family * Context for school learning * General cognitive ability, learning, and instruction * Testing and assessment * School discipline and behavior management * Crime, delinquency, and gangs * School district resources
