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**DISPROPORTIONALITY OF MINORITY CHILDREN IN SPECIAL EDUCATION CLASSROOMS
THE SITUATION IN JAPAN**

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Given that biologically determined disabilities as well as intellectual disabilities occur in equivalent proportions among all ethnic groups, these should remain the same in special education classrooms also, however as initially indicated by Lloyd Dunn (1968) concerning the overrepresentation of African-American students in special education in the United States, this disproportionality has been addressed since 1968 and continues until now.

As concerning to the situation in Japan, Kyoko Nakagawa, a Brazilian psychologist pointed out that in some schools, most of the students in special education classes are foreigners (2016), something which clearly indicates an overrepresentation of minority students. One of the problems that teachers face is to discern whether speaking difficulties the child faces are due to some disorder or to a process in language acquisition, especially that Japanese is considered among the most difficult languages to learn for Indo-European language speakers. Conditions of a temporary bilingual limitation are difficult to evaluate.

This study analyses the results of tests given to Latin American children in order to identify some of the sources hindering their academic learning and understanding

Keywords:

minority children, overrepresentation. special education, cognitive test

About the author

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