# **Racial/Ethnic Disparities in the Identification of Children with Autism Spectrum Disorders**

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# **Racial/Ethnic Disparities in the Identification of Children with Autism Spectrum Disorders**

Race and disability have maintained their genesis in vigorous strength. To contemplate disability, one has to politicize crisis and uncertainty. The study focuses on ethnic-racial discrepancies in the acknowledgement of autism spectrum disorders. Amant et al., 2018, tells that the issue of race and disability has been extremely detrimental to people of color in the United States. Racial disparities among children with autism occur in reference to various factors such as education, poverty, and employment. Throughout the study, it was found that children aged eight years met surveillance criteria for disability through abstraction of evaluation. With random regression, maternal education and IQ birth weight are closely associated with race and disability. The presence of intellectual disability in black children affects the need for further education. There is no specific record of autism spectrum disorders. There is no specific medical test, such as diagnosis and blood test of the disorder. The only features that are recorded are behaviors of the child and developmental history. The increasing evidence suggests that autism spectrum disorders should be diagnosed several years after the onset of the symptoms (Amant et al., 2018).

Healthcare workers have been found operating within the systems that unfairly support Black kids. African Americans families have experienced racism on a discrete level. They are discriminatory and implicitly biased in terms of treatment. African Americans families have called for surveillance and screening for their children. In black children, evaluation might be delayed and taken later due to slow response to the parental concern, lack of awareness, and inadequate screening practices (Dallman et al., 2021). The implications from this indicate that black kids with ASD were diagnosed with an average of more than 3 years after parental concern about their development. The delays played a significant role in more serious health disparity. Also, the Study indicates that disparity is concentrated among kids with co-occurring intellectual disability. The presence of global intellectual disability usually complicates the diagnosis of autism spectrum disorders. The cost of autism among black children is usually high compared to their peers. Clinicians have been unable to assess traditionally underserved minorities. Maternal education serves a great deal in addressing developmental milestones in children. The effect of maternal education is stronger where children have an IQ of seventy and above (Morgan et al., 2017). The study suggests that children with less cognitive impairment are less typically in their presentation. Maternal education is deputation for greater knowledge and ability of developmental milestones. Mothers with a high level of education might be more aware of their children’s wellbeing regarding autism. It serves great knowledge in providing children with autism. The severity of autism between black and white kids matches only that African kids are usually delayed making the disorder more severe. The biases in testing come with racial disparities and other factors like education and awareness.

Conversely, misdiagnosis of autism spectrum disorders might be due to similarity with other conditions manifested in childhood. Misdiagnosis of autism spectrum disorders can result in intellectual disability or developmental delay. All impairments must be detected and prevented to avoid intellectual disability among children. The implications from several. From the studies, black kids with ASD were diagnosed with an average of more than 3 years after parental concern about their development (Bilaver et al., 2020). The authors suggest that the delays played a significant role in more serious health disparity. Despite almost all black families having some form of insurance, it takes typically more than three years for their children to be diagnosed. Research from related commentary indicates that structural racism plays a leading role in inequalities in the United States. Statistically, 46% of Black kids with autism have been found to have an intellectual disability compared to 25% of White kids (Amant et al., 2018). White has been stable in their intellectual development. White kids get tested early because of the awareness created by their parents. Genetic differences across races make white children be tested as early as possible. There is a limited set of control making black children be diagnosed with more autism spectrum disorders.



In the above image, the first evaluation and diagnosis of autism were done after several months and the child is likely to develop intellectual disability. The child is experiencing behavioral problems due to delayed testing of autism. In the image, the pattern of delayed autism diagnosis may be worsened among pathologically underserved racial and ethnic minorities. African families with concerns about their kids’ development have to surmount many obstacles before reaching the diagnosis providers. The findings call for action on the structural disparity and racism (Durkin et al., 2017).

The ethnic variances in diagnostic patterns might be brought by institutional factors such as general preconceptions held by the clinicians, access to health care, and families’ interpretation of symptoms (Dallman et al., 2021). The presentation of defective algorithms occurs when clinicians have different prospects about the likelihood of autism happening in children of different civilizations. The application of statistics and diagnosis is more often among boys than girls. Boys with autism spectrum disorders are more likely to be identified than girls with ASD. The impairment of intellectual disability lasts long in a boy child and can affect the entire life of the child (Durkin et al., 2017). The effect of the ultimate outcomes can be overwhelming. Within the normal range, two out of ten Black kids enrolled in school are thought to have an intellectual disability. The test was carried out under the normal range of nonverbal intelligence in different analyses. Children with autism were more disproportionately assumed to have developmental delays.

Children of color are inexplicably overrepresented. Children of color were 45% likely to be represented compared to 70% of American children. The overrepresentation depended on the type of disparity and disability specifically high incidence disability (Dababnah et al., 2019). The study indicates that intellectual and learning disabilities were more identified in Black children making them suspended or be enrolled in special education. Black children were identified as having an intellectual disability and emotional disturbance compared to their peers. Black children with disabilities were placed in a more exclusive education setting. The progress to have access to rigorous academic content has not improved over the last decade. Many kids of color with autism experience a segregated education system. Black kids constituted 20 percent of total enrolment and many were served by special education. Statistics derived from United States Department of Education reveals that African children with disabilities receive at least one suspension in a year compared to their peers. The suspensions were closely associated with grade retention, increased risk of dropout, and increased contact with the juvenile justice system.

Overrepresentation of Black children with disabilities in special education has been termed as a growing problem facing many schools. Studies indicate that factors like poverty, poor general education instructions, inadequate professional care, and test bias can likely lead to overrepresentation (Morgan et al., 2017). Failure to accommodate and recognize ethnic differences among minority groups has been a leading factor in overrepresentation. The use of unsuitable assessing strategies for racial and ethnic minorities has hugely affected children with disabilities.



In the above case. the value of inclusivity has not been adhered to. Black children with developmental delays due to autism are poorly represented. The meaningful participation was aimed at increasing the education of White children. Children with disabilities are usually not taken out of general classroom education. The statistical discrimination research indicates the need to foster equality in school settings and medical facilities (Farkas et al., 2020). The prevalence of co-occurring disorders has to be keenly addressed.

From the data presented in different research, parental education did not show any ethnic or racial differences in behavioral challenges, sleep disturbances, or conduct problems (Imm et al., 2019). Studies show that black kids indicated lower odds of total behavioral problems. Ethnic and racial disparities in accessing health among children with disabilities have a lot of obstacles. Children whose parents were American were suggestively more likely to have both communication and communal skills with an individualized education plan. Black children received fewer periods of direct service from their state disability program. The study suggested that the language barrier has negatively affected the abilities of parents to gain medical overhaul services for their children with autism spectrum disorders (LaClair et al., 2019). When analyzing enculturation factors, disparities in autism must be measured entirely. Latinos in the United States have had acculturation perceptions of discrimination, access to health information, and health care treatment quality. The association of the prevalence of autism spectrum disorder and socioeconomic status indicators are used to determine the disparities in the United States. The overall prevalence has doubled over the few years and factors to account for ongoing ethnic and racial disparities in autism spectrum disorder prevalence have been established. The overall weight has doubled among African children with autism.

The computed autism spectrum disorders prevalence in Black children indicated a total of 90% confidence interval. From survey data and population-based surveillance socioeconomic status included low level of education, poverty, and income indicators. The prevalence of autism spectrum disorders among Black kids increased with increasing socioeconomic status during each surveillance year (Morgan et al., 2017). The study indicates that the prevalence differences in Black and White children were between low and high socioeconomic status groups with relatively constant time evaluation. A positive socioeconomic status gradient in autism spectrum disorder according to surveillance data prevailed between 2003 and 2011 was established. The persistence in the prevalence of racial and ethnic disparities was less among low-socioeconomic Black children. Notable differences among ethnic and racial groups have indicated behavioral problems among their children. The socioeconomic status finding for autism spectrum disorder stands in sharp contrast to those with intellectual disability and childhood disabilities (Bilaver & Havlicek, 2019). Children from low socioeconomic status have shown excessive prevalence as compared to their peers.

Socioeconomic variation has suggested a potential under ascertainment of autism spectrum disorder in economically disadvantaged groups. The idea of autism in an educational context has been focused on Black families, cultural and ethnic inequalities. Children with autism have been subjected to segregation in classrooms through sorting practices such as tracking (Amant et al., 2018). The result confirms that the educational attainment of children with autism is closely associated with poverty. The tension of raising children with autism in a poverty condition within a political context of racial violence has caused parents not to acquire the needed medication. In a political context, black kids are abused and do not get a chance to access the required amenities. In response to the situation, the representation of Africans in a political context is very low. In the segregated schools, Black children with autism faced a lot of problems with an additional line of racist ideologies. The schools encouraged vocational work over classroom work. The reliance on aggregate was a dominant factor in children with disabilities. Stratified analysis has evaluated potential demographic variables in children with autism (Bilaver et al., 2019). Black power movement on disability rights have been ignored on their differences and has resulted in growing tension.

Policy and Federal legislation are increasingly seeking to address minority overrepresentation in special education. The concern on the United States for misidentifying children basing on their disability, race, and ethnicity has received dispute on the occurring events. With estimated racial disparity, Black children with autism have had access to limited education as compared to their peers (Dababnah et al., 2019). The identity of children in different schools based on the effect’s models along with a representative set of data. The tabulations on the disability percentage among ethnic or racial groups across academic achievement declined dramatically. Poverty-exposed children were less likely to perform better than White children. Disability identification was specifically in elementary, middle, and high school (Imm et al., 2019). The identification of schools was based on racial diversity and disability conditions. Black children with autism were not likely to receive special education compared to their peers.

Findings of marginal groups under-identification have been dependable with reports that schools are more likely to criminalize minority children and musicalize the struggles of White children with disability. White children with academic achievement are more preferable than Black children (Morgan et al., 2017). The findings are reliable with communal health research often indicating that marginalized groups are less probable compared to the Whites to be acknowledged and get needed treatment for incapacities or other health situations even when exhibiting comparable or superior clinical desires. Contrivances resulting in marginal children’s disability under-identification are likely multifaceted and may include implicit provider bias in the delivery of services. The replicating indication of ethnic and racial inequalities in disability identification is unusually persistent due to regulations, policies, and federal legislation. Under identification based on ethnicity and race is considered a violation of civil rights and discrimination. The extent to which under-identification is going is unclear. Despite all data analyzed on individual level achievement, there is no data indicating representative samples at a national level.

In recent studies, schools are reasonably identifying kids who are struggling academically. The key variation in academic on children with autism has been disparities connected to marginalized groups (LaClair et al., 2019). Socialization in school settings between the Blacks and Whites has been a problem hindering children to form healthy relationships with others and learning communication skills. Poor friendship from interactions has been formed due to poor inclusivity. Extraordinary diversity efforts to categorize children with disabilities have been identified using effective educational policies. Disability varies depending on the experience of the school (Dallman et al., 2021). Families of black children frequently take obligation for circumnavigating these complex service systems, and their experiences defies both in obtaining timely and accurate diagnosis and in accessing needed care. Constraints and requirements of the service system interact with family physiognomies, such as socioeconomic status, ethnicity, and race, to contribute to service disparities.

In an influential report from the Institute of Medicine, African Americans receive poor services resulting in lower quality health care services. There is little known about care and service access despite the growing body of literature that reveals socioeconomic, cultural, and racial disparities in autism spectrum disorders diagnosis. Findings suggest that older children have less severe autism spectrum disorder symptoms and most of them come from marginalized groups, and those from certain topographical areas are less probable to obtain related medical services (Farkas et al., 2020). Validation of ASD event eminence was more probable for kids with pertinent medical records compared to those with institute annals only. To address the issue, all learners struggling with autism must be identified and evaluated. There should be no delay in medical facilities. Equality must be enhanced for both black and white kids to have access to health care and education.

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