

## President's Message



As I prepared to write my final President's Message of the year for DDEL VOICES, it gave me great satisfaction to reflect upon how many of our members became more engaged with our division. Of course, since there is always room for improvement, I encourage you to continue to communicate and share how we can improve DDEL, and think about how you can get more involved.

DDEL's 5-year strategic plan was sent to DDEL membership for review on August 30 and was ratified by our members on September 18, 2015. A huge thank you to the Strategic Planning Committee, who helped organize and edit the strategic

plan, as well as all of the DDEL members who voted and provided feedback.

Election time is among us again. So, please make sure that you vote for our next President-Elect and Treasurer. The link to vote can be found in the email that was sent to you by our Membership Chair. We are also in need of a new Newsletter Editor. If you are interested, please review the call that appears on page 7 of this DDEL Voices newsletter.

As we gear up for the upcoming 2016 CEC Convention activities in St. Louis, we have extended the opportunity for students to submit proposals for the Student Research Forum (see page 2). Also, the co-editors of the *Multiple Voices* journal have launched a new e-mail address for the journal: [multiplevoices@gse.rutgers.edu](mailto:multiplevoices@gse.rutgers.edu). Please make note of the change.

I encourage you to stay involved, engaged, and connected with DDEL ~ see you in St. Louis.

~ Michelle Frazier Trotman Scott  
[fraztrot@westga.edu](mailto:fraztrot@westga.edu)

### DDEL would like to hear your VOICE...

If you are interested in contributing to future newsletters please consider the following categories:

"Voices from the Classroom" featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving exceptional learners who are culturally and linguistically diverse.

"Voices from the Field" featuring programs, research studies, organizations, or opportunities involving exceptional learners who are culturally and linguistically diverse and/or those who are serving this population.

"Research Spotlight" featuring studies related to CLD learners.

Please email a summary of up to 500 words, indicating one of the above categories to the newsletter editor, Mildred Boveda:

[mboveoor@fiu.edu](mailto:mboveoor@fiu.edu)

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For information about registration and lodging  
for the 2016 CEC Annual Convention follow:

<http://www.cecconvention.org> & the #CEC16 hashtag on social media

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**Call for Proposals:**

**DDEL Student Research Forum Poster Session**

CEC 2016 Convention and Expo

St. Louis, MO April 13–16

Proposal **EXTENDED** Deadline:

**December 1, 2015**

Proposals accepted electronically via email

[CECDDEL@gmail.com](mailto:CECDDEL@gmail.com)

**Attention University Faculty:** Do you know a student who is interested in presenting at a national conference?

**Student Members:** Do you desire to become a better presenter? If so, this is the opportunity for you!

All interested applicants will receive peer guidance throughout the proposal, preparation, and presentation process. Additionally, feedback will be provided upon completion of the presentation

Please email your proposal no later than 11:59 pm on **December 1, 2015**. You will receive an email confirming receipt of your submission and addressing your peer assistance requests. Each proposer will be notified of the status of his or her proposal by November 30<sup>th</sup>, 2015.

If you are interested in assistance with your proposal writing process please do not hesitate to contact us at [CECDDEL@gmail.com](mailto:CECDDEL@gmail.com). To ensure that you meet the deadline, please request assistance in advance.

**When submitting your proposal please adhere to the following guidelines:**

**Contact Information:**

Name(s), school, preferred email address, and telephone number (Label one presenter as the corresponding presenter. They will receive updates for the group on the status of the proposal).

**Include a title:**

No more than 10 words

**Include an abstract introducing your research focus**

No more than 50 words

Applicants are encouraged to explore any topic they feel passionately about **related to culturally and linguistically diverse learners** with disabilities and/or the gifted and talented, their families, and the professionals who serve them.

**Include a description of your proposed presentation**

In 500 words or less, describe your proposed topic, opportunities for audience participation, relevance to DDEL, and importance implications of your topic for special education.

**Include a summary of intended learner outcomes**

Please provide 3-5 learner outcomes (in bullet form) based on your intended aim and objectives for your presentation.

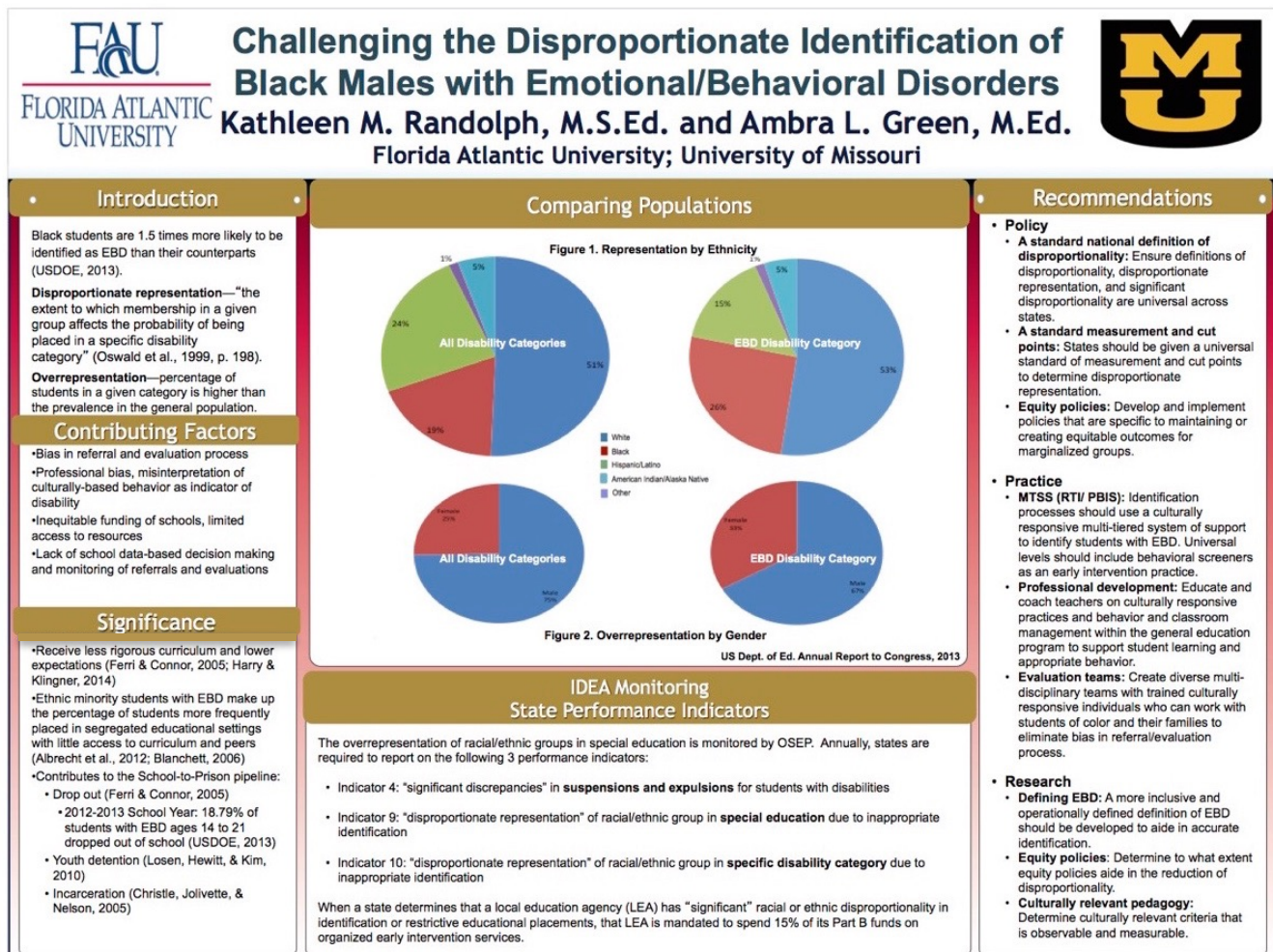
**Include a brief description of the peer assistance you would like or feel you might need.**

Please be specific. We want to ensure this is a learning opportunity for you as an emerging scholar!

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# RESEARCH SPOTLIGHT

Kathleen M. Randolph and Ambra L. Green



"Special education was borne out of, and owes debt to, the civil rights movement" (Skiba et al., 2008).

CEC President Lloyd Dunn first addressed racial disproportionality as an issue within the field of special education in 1968 (Ford, 2012). Unfortunately, special education has struggled to create an appropriate representation across disability categories of minority students, especially Black males.

Approaches and explanations regarding the disproportionate identification of Black males with emotional/behavior disorder include interpersonal and intrapersonal factors, cultural mismatch between teachers and students, incorrect or inappropriate interventions, inconsistent referral processes, cultural misunderstanding, lack of appropriate instruction, bias, poor classroom management, and school climate and culture (Bal, Sullivan, & Harper, 2013; Ford, 2012; McKenna, 2013; Raines, Dever, Kamphaus, & Roach, 2012).

The dropout rate for students identified with EBD is 50-59%, and is higher for Black males with EBD. Rates of involvement in correctional facilities (30-70%) and those students with disabilities that seek post-secondary education (30%) statistics are concerning for special education as a whole, but in particular to students of color who are identified as EBD (Artiles et al., 2010). Overall, special education placement leads to social isolation, low self-esteem, higher dropout and unemployment rates, and lower academic expectations (Raines et al., 2012). Black male students identified as EBD and placed in more restrictive settings are at the highest risk for the most negative outcomes.

In a poster session, originally presented at the 2015 Council for Children with Behavioral Disorders Conference in Atlanta, we provided policy, practice and research recommendations that challenge disproportionality. (Continued...on page 4)

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Please address corresponding feedback for this article to Kathleen M. Randolph , M.S.Ed.  
Florida Atlantic University (e-mail  
[krandolph2013@my.fau.edu](mailto:krandolph2013@my.fau.edu))

**DDEL's Mission:**

To improve, through professional excellence and advocacy, the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

**DDEL's Vision:**

DDEL is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse individuals with exceptionalities. DDEL's commitment to forging partnerships results in solutions to persistent and emerging barriers to social justice. DDEL is recognized globally for its expertise and advocacy.

**Core Values**

Diversity, social justice and equity  
Inclusiveness  
Advocacy

Inquiry leading to the development of practices that attend to unique learner characteristics





***Division for  
Culturally and  
Linguistically Diverse  
Exceptional Learners***

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## The voice and vision of special education

### VOTING IS NOW OPEN!

We are excited to continue our work advancing the mission and goals of the organization and allowing us to continue to provide many beneficial resources to our membership. Please go to the following link to vote for the next Treasurer and President-Elect of DDEL.

<https://www.surveymonkey.com/r/DDELELECT>

You must be a current member of CEC and DDEL in order to vote.

Thank you for your support of DDEL—the Division for Culturally and Linguistically Diverse Exceptional Learners.

\*\*\*Voting closes on November 20, 2015 at 11:59PM

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### STAY Connected!

Have you visited our website lately?

Do you want to learn more about how to get involved with DDEL?

Keep connected with the latest news from DDEL by visiting

<http://community.cec.sped.org/ddel/home/>

Also, check us out on social media!

<https://www.facebook.com/DDEL.CEC>

If you have any suggestions, please

contact our webmaster:

Quintella Bounds

[qbounds@csu.edu](mailto:qbounds@csu.edu)



## **CAN CORNER**

### **Legislative Update by Donna Sayman**

**October, 2015**

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Greetings!

I just love autumn! All of the leaves are falling and the air is crisp and clean. Of course, autumn also marks the time that grant applications from the U.S. Government become available! OSER's application for awards was published in the Federal Register for Applications for New Awards. More specifically, the Personnel Development to Improve Services and Results for Children With Disabilities—Preparation of Special Education, Early Intervention and Related Services Leadership Personnel application information can each be accessed at: <http://www.policyinsider.org/2015/10/new-osers-applications-for-awards.html>. Also, NCER and NCSEH Hold Low-Cost Evaluation Grant Program Competitions for FY 2016 are now available: <http://www.policyinsider.org/2015/10/ncer-and-ncseh-hold-low-cost-evaluation-grant-program-competitions-for-fy-2016.html>.

In addition to these opportunities, so much is taking place in Washington, D.C. right now! As you may be aware, Secretary of Education, Arne Duncan, will be stepping down in December. John King, Jr. will be acting secretary for the remainder of President Obama's term in the White House. Furthermore, U.S. House of Representatives Speaker John Boehner (R – OH) on September 25 announced he will step down at the end of October. Fortunately, the continuing resolution funding measure was passed, which is a stop-gap measure to continue funding the federal government until December 11, 2015. As new majority leader, Paul Ryan ( ) steps into his new role, high-level budget talks will continue. Spending priorities will be hotly contested which impacts all of our students with special needs. CEC urges all members to be informed of these budget talks and to keep in contact with your representative in D.C. to advocate for our students.

The reauthorization for ESEA is still in process and the House and Senate bills are quite different. ASCD has a fabulous chart that shows the comparison between the House and Senate bill. You can access this from: <http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESEA-Comparison-114th-072015.pdf>. I urge all DDEL members to read both bills while Congress is in their August recess and then move forward by contacting their representatives. Issue briefs can be accessed through CEC at <http://www.specialeducationlegislativeforum.org/issue-briefs/>. The specific brief dealing with ESEA is titled "Promoting access and achievement for children and youth with exceptionalities in PreK-12 education". Once you know the issues, you can contact your member of Congress through this website: <http://capwiz.com/cec/home/>. Let your voice be heard!



Thank you all!

Your DDEL CAN representative,

Donna Sayman, Ph.D.  
DDEL - CAN coordinator  
[dmsayman@gmail.com](mailto:dmsayman@gmail.com)

<https://sites.google.com/site/donnamsayman/>

## Call for DDEL Newsletter Editor

Karen Harris Brown, PhD, CCC-SLP  
Publication Chair

We are currently in the process of seeking our next newsletter editor. Could that person be you?

Term:

- ✓ Two years
- ✓ Begins January 2016
- ✓ Appointment by the DDEL President

Roles and responsibilities:

Manage and edit the DDEL VOICES newsletters; this is a collaborative effort among the Newsletter Editor, President, and Publications Chair.

- ✓ Produce summer, fall, spring, and winter issues of the DDEL newsletter
- ✓ Disseminate call, select, and create layout for submissions for each issue
- ✓ Submit completed issue to DDEL Web master and membership chair for publication on DDEL website and email dissemination
- ✓ Submit annual report on newsletter activities
- ✓ Attend major DDEL events at annual meeting (business meetings, orientations, etc.)
- ✓ Assist other DDEL officers in planning new DDEL initiatives and programs; support and become involved in these new DDEL initiatives

Must demonstrate evidence of:

- ✓ understanding of issues related to individuals with disabilities and their families who are culturally and/or linguistically diverse;
- ✓ ability to write and edit for style and content;
- ✓ understanding of APA sixth edition format
- ✓ ability to work with software programs such as Pages, Adobe, and/ or Microsoft Publisher

In your application please respond to the following:

- ✓ Discuss your involvement with DDEL.
- ✓ Describe your experience with individuals with disabilities and their families who are culturally and linguistically diverse.
- ✓ Describe your experience with writing and editing manuscripts
- ✓ Describe your level of expertise with APA format and provide samples
- ✓ Describe your level of proficiency with software programs such as Pages, Adobe, and/ or Microsoft Publisher and include examples.

Submit your curriculum vita or resume and responses via e-mail to Karen Brown, Publication Chair and Kelly Carrero, President Elect by December 15, 2015.

Be advised that our current Newsletter Editor Mildred Boveda has committed to staying on the the publication committee and helping the next editor transition into their new role.

# MULTIPLE VOICES

## Guidelines for Preparation and Submission of Manuscripts

Multiple Voices for Ethnically Diverse Exceptional Learners (MV) is the official, peer-reviewed journal of the Division for Ethnically Diverse Exceptional Learners (DDEL) of the Council for Exceptional Children (CEC). The journal publishes original research; conceptual and theoretical articles; critical analyses, reviews and syntheses of literature; and material, test, and book reviews. We seek works that explicitly address the interrelationships between culture, language, and exceptionality in educational systems, policy, research, and/or practice. Topics may include (but are not limited to):

*Early childhood through post-secondary education*  
*Disproportionate representation*  
*Prevention and early intervention*  
*Identification and assessment*  
*Instruction/intervention*  
*Programs and services for exceptional populations & their families*  
*Family and community empowerment*  
*Recruitment and retention*  
*Personnel preparation*  
*Policy and law*

Authors should submit manuscripts that conform to APA style (6th edition) and not exceed 30 pages (including references).

MV is published twice a year in the fall and spring.

**For additional information, including manuscript guidelines and subscription rates, please visit our web-site at**

<http://community.cec.sped.org/ddel/publications>

**Wanda Blanchett & Monika Shealey, Co-Editors**

**Please note: We are also launching a new email address for MVs:**

[multiplevoices@gse.rutgers.edu](mailto:multiplevoices@gse.rutgers.edu)



## *Call for Nominations!*

### **Dissertation Abstracts: New Scriptwriters**

In each issue, we will feature a new scriptwriter's dissertation and invite dissertation supervisors, faculty, and students to **submit an abstract** of recent and noteworthy dissertations to *Multiple Voices*.

Abstracts should be 300-350 words in length. Include name of supervisor, institution, and a 2 to 3 sentence description of author's current position, institutional affiliation, and contact information. Electronic submissions sent via email are preferred.

