



DDEL VOICES



Volume 7, Issue 1

President's Message



As the President of this great organization, I am greatly humbled and excited to represent our DDEL membership. I will continue to advance the organization'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.*

Thanks to our Past Presidents, Kelly Carrero (Immediate Past President) and Michelle (Shelli) Frazier Trotman Scott. Under their leadership, I was fortunate enough to experience true advocacy for children and families from diverse backgrounds and for the DDEL membership at a national level. I would also like to acknowledge our newly elected board member Congratulations to our President-Elect, Mildred Boveda and Secretary, Charmion Rush. In addition, I would like to welcome our most recently appointed Executive Committee members: Kimberley Davis as Publication Chair, Andrea Jasper as

Constitution and Bylaws Chair, Denise Whitford as Membership Chair, and Camille O'Quin as CAN Coordinator. I, along with the Executive Committee, look forward to working closely with each of you this year in upholding the mission and vision of the organization.

The CEC 2017 Convention and Expo in Boston took place between April 18 -22, 2017. The annual convention was a wonderful opportunity to meet with DDEL members, network with colleagues, and attend informative sessions. On page 14 of this issue of *VOICES*, we include images of this year's Social, Business Meeting, and the DDEL Student Research Forum. It was a pleasure meeting and fellowshiping with so many you! We are currently preparing for the CEC 2018 Convention and Expo: February 7-10, Tampa, FL and we look forward to seeing more members at our upcoming events.

This summer, the Executive Committee is working on the ratification of the constitution & bylaws. Therefore, it is imperative that as many members as possible respond when the e-mail is sent out with the directions for how to vote. Finally, be sure to visit our website <http://community.cec.sped.org/ddel/> to learn about opportunities to volunteer or send me an email if you would like more information about getting involved with DDEL (quintellabounds@yahoo.com). I encourage you to reach out and hope to connect with you soon!

-Quintella Bounds, Ph.D.

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.

"Voices from the Community" featuring the perspectives of families, advocates, and community members.

Please email a summary of up to 500 words, indicating one of the above categories to the newsletter editor, Donna Y. Ford - donndonna.ford@vanderbilt.edu

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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



All Educators. Every Child. No Limits.

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:

Ramon B. Goings
ramongoings@gmail.com



A MESSAGE FROM YOUR DDEL VOICES NEWSLETTER CO-EDITORS

Donna Y. Ford and Mildred Boveda

For educators, the summer is typically a season of reflection. In this issue of *VOICES*, we highlight the reflections of several professionals and community members. In an interview with Dr. Anjali Forber-Pratt, we ask an internationally recognized disabilities advocate and faculty member at Vanderbilt University what she would communicate to a younger version of herself. Faculty from Bowie State University pose important questions about the intersections of race, gender, and disability in the university classroom. Raymond Adams and Tiffany Hollis reflect on how the educational challenges they faced during their K-12 schooling inform their current sensitivity to the labels ascribed to culturally and linguistically diverse students. Finally, throughout this issue, DDEL remembers and reflects on our April meeting in Boston with pictures and information about the most recent annual convention.

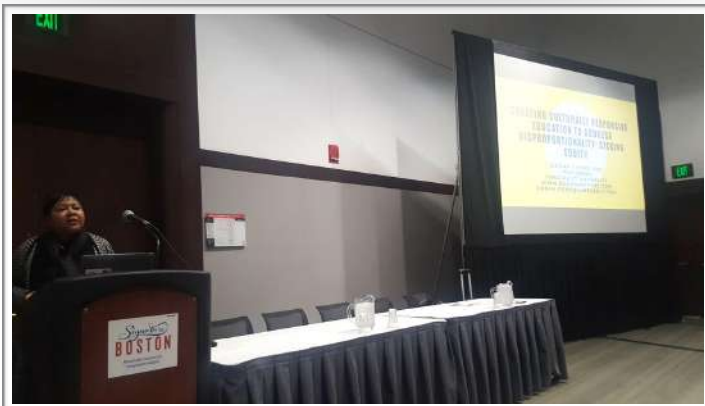
In the spirit of reflection, Dr. Mildred Boveda, who has served as newsletter editor/co-editor of *VOICES* since 2013—and now steps down as she assumes the role of president-elect of DDEL—offers the following thoughts on her experience:

“When Dr. Liz Cramer originally asked me to join DDEL’s Executive Committee, I was a graduate student who was eager to be a part of this important organization. Working closely with five presidents, three publication chairs, and Dr. Ford to bring this newsletter to our members has helped me grow immensely. My time as newsletter editor has further reinforced the importance of advocacy, scholarship, and service. It has been a pleasure reading and learning about the diverse voices and praxes in DDEL. Thank you contributors for sharing your stories and readers for sharing this newsletter with your colleagues.” ■



DDEL was well represented this year at the CEC national convention! One of our Executive Committee members, Dr. Donna Y. Ford was invited to present a keynote that addressed disproportionality in special and gifted education. Numerous sessions featured cultural and linguistic diversity as the primary topic.

Continue to let convention organizers know the importance of including sessions that relate to the advocacy, teaching, and research related to individuals with exceptionalities from diverse



AN INTERVIEW WITH DR. ANJALI FORBER-PRATT

The co-editors of VOICES had the pleasure of speaking with Paralympic Medalist and Assistant Professor Anjali Forber-Pratt about her educational trajectory. We asked her what advice she would give to a younger version of herself and what lessons has she learned that could inform the advocacy efforts of DDEL members.

During her sophomore year, 14-year-old Anjali Forber-Pratt petitioned to leave her school to attend a high school with more accessible buildings. This petition resulted in years of a contentious battle with her school district after they denied her initial request. Through her persistence, the district finally acquiesced during her senior year.



Photographs from <http://anjali4forberpratt.com>

Forber-Pratt decided to review her civil rights lawsuit against the district as the basis for her dissertation. She admitted that she wrestled with whether she wanted to return to such an emotionally taxing part of her life. In true champion form, Forber-Pratt revisited the deposition and court documents, successfully completed her doctoral program, and is now faculty at the Peabody College of Education at Vanderbilt University.

Lessons for Her Younger Self

As a high school student, Forber-Pratt often found herself in rooms filled with adults who employed intimidation tactics to silence her and her supporters.

AFP: To give you a softball example of experiences of discrimination, I remember their reaction as I explained how there were certain classes I couldn't take. One was astronomy—I couldn't access the planetarium. When they asked me, "Well what do you want to learn?" I answered with pure teenage sass: "I don't know, I've never been there!"

Despite assertive moments like these, she also recognized the angst of self-advocacy through the lens of a teenager:

AFP: It was interesting reading my own words in the deposition years later. I can tell I played it too nice. Perhaps that is the maturity piece. It reflects the degree to which I felt safe. Today, I would tell my younger self: "You have more silent supporters or allies than you realize. Learn how to recognize those silent supporters. Sometimes they are behind the scene working on your behalf, even if they are not able to be as explicit as others."

The Challenges and Costs of Advocacy

In our interview, Forber-Pratt discussed the challenges faced by school professionals who speak up against injustices.

AFP: My mom... was a teacher's aid. When we started, she was very afraid of losing her job.

The school district subpoenaed every adult she encountered at her school. She later learned that one of the coaches at the high school level was demoted to a middle school for speaking up on her behalf.

AFP: The reality is, folks who don't have tenure within their district are especially vulnerable. Speaking out could cause them to lose their job. They may be redistricted or sent to a problematic school.

When asked what message she wants school professionals to keep in mind, she shared the following:

AFP: Once you reach middle and high school you are tired of being talked about. There are ways you can engage your students to be present and activists. Continue to encourage students to attend all meetings. ■



Forber-Pratt (bottom left) at a roundtable dialogue with President Obama

VOICES FROM THE CLASSROOM

**Reflecting on Two Black Male Teacher Candidates with Disabilities
in an Introduction to Education Course**

Julius Davis, Lynne Long, and Yvonne Crawford
Bowie State University

On the first day of his Introduction to Education class, Davis read the required statement for students with disabilities and announced that anyone with a disability should contact him to discuss the specifics. He was happy to find two Black male teacher candidates (John and Derrick) in the class and surprised to learn they both have a disability. The next class, John (pseudonym) brought a letter from disabilities services, stating the accommodations needed for an unnamed disability. Davis signed the letter to provide the needed accommodations. As class progressed, Derrick (pseudonym) began to stand out, but Davis wasn't sure what it was. His speech, behavior, assignments and social interactions led Davis to believe that he, too, had a disability. However, he never brought Davis any documentation about having a disability. Unsure, Davis consulted two colleagues: director of field experiences (Long) and special education faculty member (Crawford) to discuss his observations.

One day after class, Davis had Derrick meet with Long to see if she noticed the same things he did. Afterwards, they discussed their observations and agreed that further intervention was necessary. Based on the characteristics Derrick displayed, Long felt that Derrick needed to be counseled out of education. Davis was on the fence, but knew he needed additional support. Long contacted the director of disability services and from her description alone, he knew the student immediately. His response provided further evidence to us Derrick's characteristics resembled a disability. Long and Davis also consulted Crawford a special education faculty member in the department to gain a better understanding of the disability and disability laws.

The case raises critical questions about college instructors preparation to meet the needs of students with disabilities and laws/policies that don't require

students to disclose their disability to the instructor (Rao, 2004). How are college instructors supposed to support and effectively teach them if professional development is not provided or the details of their disabilities don't have to be disclosed? We are educators who have taken courses and participated in professional development about students with disabilities in K-12 school environments. However, we are concerned about faculty members who don't have any special education preparation/professional development at all. How are they supposed to meet the needs of students with disabilities?

These two students raise important questions about recruiting, retaining, and supporting Black male teachers with disabilities in teacher education programs and the profession. The initiatives/policies about recruiting and retaining Black male teachers into the profession haven't addressed the qualities desired for general or special education teachers (Scott, 2016). Do educational stakeholders want Black males with disabilities to become teachers, in general, and special education classrooms, more specifically? What stigmas do educational stakeholders have about Black males with disabilities that will impact them in college and the profession? What supports are needed for them in their teacher education program and the profession? There must be more professional development for college professors and researchers on Black males with a disability who want to become teachers.

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About the Authors -

Julius Davis, Ed.D., is an associate professor of mathematics education in the Department of Teaching, Learning and Professional Development in the College of Education at Bowie State University. His research focuses on Black male students' mathematical and educational experiences and Black male teachers' praxis, mathematical, educational and professional experiences.

Lynne Long, Ed.D., is an assistant professor of education and director of field experiences in the Department of Teaching, Learning and Professional Development in the College of Education at Bowie State University. She has over thirty years experience in urban education as a former assistant superintendent, school administrator and teacher. Her work focuses on teacher development and enhancing student learning.

Yvonne Crawford, Ed.D., is an assistant professor of special education in the Department of Teaching, Learning and Professional Development in the College of Education at Bowie State University. She is a former assistant superintendent, school administrator and teacher whose work focuses on teacher and school leader development and enhancing student learning.



<http://www.specialeducationlegislativesummit.org>

Take your story to congress!

Be an advocate! Register now.



RESEARCH SPOTLIGHT

**Kudos to the 2017 DDEL Student Research Forum Presenters!
CEC 2017 Convention & Expo - Boston, MA**

- Nicholas Catania, Joy Broughton, Ashley White - University of South Florida
 - *Guiding Preservice Teacher Beliefs Across the Continuum*
- Kelly Clark - UNC Charlotte
 - *Using UPGRADE Strategy Instruction to Teach Employment Social Skills to Students with Disabilities.*
- Deondra Gladney - UNC Charlotte
 - *The Effects of Culturally Responsive Social Skills Instruction on Rule Violations of Elementary Students*
- Wendy Gonzales, Douglas Fowler, Molly Buren, Eryn Van Acker - University of Illinois at Chicago
 - *Color Outside the Lines: Inclusion and Friendship Through the Arts*
- Kathryn Haughney - UNC Charlotte
 - *Literacy Impacts for CLD Students with Complex Communication Needs*
- Mustafa Karnas & Min Zhuang - Saint Louis University
 - *The International Parent's Knowledge and Familiarity with the IDEA*
- Chin-Wen Lee - University of Northern Colorado
 - *Policy Advocacy: Gifted Students from Culturally and Linguistically Diverse Backgrounds*
- Reem Muharib -UNC Charlotte
 - *Implementation of Teaching Pyramid Model by African-American Preschool Teachers*
- Jane Roitsch - Old Dominion University
 - *Speech-Language Pathologists and ADHD: A Survey*
- Robai N. Werunga - UNC Charlotte
 - *Effects of SRSD and Self-monitoring on the Writing and On-task Behaviors of African American Students*
- Ashely White - University of South Florida
 - *Mirrors: K-12 Education and Postsecondary Transition Programs*



Students, you too can present your research at the annual student research forum. The call for proposals for the 2018 Student Research Forum is now available! See page 5 for more details.

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS



Convention Proposal &
Registration Info
<http://ceconvention.org/>

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 as we want to ensure this is a learning opportunity for you as an emerging scholar!**

Student Members: Are you interested in presenting at a national conference? 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 **October, 01, 2017**. You will receive an email confirming your submission, and addressing your peer assistance requests. Each proposer will be notified of the status of his or her proposal by **December 1, 2017** If you are interested in assistance with your proposal writing process please do not hesitate to contact us at CECDDEL@gmail.com. To ensure that you meet the deadline, please request assistance in advance.

Call for Proposals!

DDEL Student Research Forum

Poster Session.

CEC 2018 Convention and expo.

Proposal Deadline 10-01-2017.

Submit your proposal electronically at

CECDDEL@gmail.com

COLLABORATIONS ACROSS CEC

CALL for DIVERSITY SHOWCASE PROPOSALS

TED Diversity Caucus Showcase: Elevating the Experience in Expertise

History:

For over a decade, the Teacher Education Division (TED) Diversity Caucus has organized an annual symposium for TED members to expand their knowledge base and comprehension related to preparing teachers to work with groups from diverse backgrounds and the recruitment/retention of faculty and students from under-represented groups. The topic of diversity, when conceptualized for the purposes of the TED Diversity Caucus, shall include learners who may have educationally associated challenges related to difference in culture, race, ethnicity, national origin, language, disability, sexual orientation, social economic status, environment, age, gender, and/or religion.

Call for Proposals:

The purpose of the Diversity Caucus Showcase is to elevate the expertise and experience of Teacher Educators in fostering diversity. As such, we would like to highlight initiatives in service, teaching, and/or scholarly outreach that support learners with disabilities from diverse backgrounds/setting and/or the educators who teach them. If you have an initiative that you would like for us to feature, please complete the submission form linked here:

<https://goo.gl/forms/woiadwdDS1izqUt13>

The authors of the selected proposal will be invited to present a featured session hosted by the Diversity Caucus during the TED 2017 Diversity Symposium. Once selected, the author(s) of the proposal will need to submit a dynamic and creative presentation that will allow audience members to have a first hand view of their work. This might include a Prezi, narrated PowerPoint presentation, video (e.g., iMovie, YouTube video, Instagram), podcast, etc. This presentation will be featured in the TED Diversity Symposium in Savannah, GA (November 7-10, 2017).

TIMELINE

Diversity Showcase Proposals are due: Monday, July 17th, 2017 (11:59 EST). Selected Proposals will be notified by Friday, August 4th. Final presentations will be due to the Diversity Symposium Executive Committee by Monday, October 23, 2017 (11:59 EST).

If you have questions about this Call for Proposals, you may contact:

Dr. Mildred Boveda:

mboveda@asu.edu

Dr. DaShaunda (Day) Patterson:

dspatterson@gsu.edu

VOICES FROM THE FIELD

Dual Exceptionality: My Glitch Became My Gift

Tiffany Hollis, Assistant Professor
University of North Carolina at Charlotte

“The rule to follow when teaching twice-exceptional students is simple. When teaching these students in their areas of strength, offer them the same compacting and differentiation opportunities available to other gifted students. When teaching in their areas of challenge, teach them directly whatever strategies they need to increase their learning success. Never take time away from their strength areas to create more time on their deficiencies” (Winebrenner, 2003, p. 133).

As educators, we often meet at least one student who stands out to us like a sore thumb, either because that student performs well academically or because he or she displays challenging behavior. What does an educator do when encountering a child who sticks out for both of those reasons? Do we encourage the fire that is lit in this student or do we try to put the fire out by writing referrals, humiliating the student, or even removing the student from the classroom? This is a question that educators must constantly ask themselves when working with students who are unique and considered exceptional.

America’s public schools are moving and must move toward educating all children in an inclusive environment. As a result, students with varying abilities and exceptionalities are often educated alongside each other. While there are individual children with distinctive or exceptional learning needs in every classroom, some children continuously display academic strengths combined with areas of significant difficulty, either in behavior or academics or both. These youngsters are commonly referred to as twice exceptional - students who have outstanding gifts or talents who are capable of high performance, but who also have a disability that hinders some aspect of learning (Brody & Mills, 1997). Experts suggest that twice-exceptional students may be found in one of the following three categories (Baum, 1990):

- (1) Formally identified as gifted but not having an identified disability—giftedness masks disability;
- (2) Formally identified as having a disability but not gifted—disability masks giftedness
- (3) Not formally identified as gifted or disabled—components mask one another—giftedness and the disability is not readily apparent.

As a student who was not formally diagnosed as being twice exceptional or placed in one of the aforementioned categories initially, I was able to mask my behavior because I would get into trouble and be sent home and come to school after being absent and yet pass every assessment with flying colors. It all began once we moved down to South Carolina from Connecticut at the age of five. It would be several years and many incidents before I was formally diagnosed. I remember getting in trouble for talking in Kindergarten for correcting a peer. I was paddled at school and sent home. When we switched schools after moving out with Big Mama, I met Mrs. Terri Bridges. Mrs. Bridges was a God send. She listened to everything I said, hugged me every day, and even moved me to the 3rd grade reading group to challenge me because she noticed that I was just too darn smart for my own good. She cared about me. I was classified as gifted and talented in 3rd grade after taking a battery of tests. I forged my mother’s signature to be tested because she worked all night and I did not want to wake her up to sign the papers (ironically, forgery was something that I would later get suspended from school for doing). It was the advocacy of several teachers who made sure that I got tested. I spent most of my time in advanced classes from that point forward. My mom had no clue what was going on at school, but I had teachers who would often send paperwork home and I would forge her signature so that I could participate and take advantage of programs and opportunities. My mother was a caring parent who did the best she could under the circumstances. She could not devote much time and energy to my academics, or my siblings, for that matter.

It was around 4th grade when I was bussed to the Gifted and Talented Program at Luther Vaughn Elementary School. They had an African-American male principal, Mr. Lucious Jones. He did not take any mess and was even harder on the African-American children because he had high expectations for them. I remember getting written up and in trouble because one of my White classmates laughed at me because I was not attending a field trip with them. She teased me for being poor and not being able to afford the trip. Although I received the referral at Luther Vaughn, it was not my home school. I was suspended for being disrespectful and sent home. No one talked to me to find out why my behavior had abruptly changed and why I was starting to get into so much trouble. From that point forward, I got into fights daily that eventually became physical. I talked back to the teachers and even made threats. Little did they know that I was crying out for help as the situation at home was getting worse. I began to lose focus and got into more and more arguments and fights, which led to more suspensions.

I was eventually referred to special education and had to go out to the “bad kids” class several times a week for social skill sessions and behavior check ins and check outs. I was laughed at and mocked by many of my friends. They would joke that I had to ask my warden if I could sit with them at lunch. The entire experience was traumatizing to me. It was one teacher in the 6th grade who asked if I could be switched to her for math instead of the class that I was in. I was supposed to be on the higher track because I was Gifted and Talented before being certified as having Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD).

Mrs. Price allowed me to compete in Math Olympiad and Odyssey of the Mind competitions, even though children in the “special classes” were not supposed to due to behavioral constraints. I was different. Yes, I had behavior issues, but I was also highly intelligent and the teachers could not deny that. Of course, the fights, defiance, and disrespect continued well into middle school. It was as if my reputation preceded me because teachers would write me of before I could even open my mouth in their classrooms. I was labeled the bad girl who was a class clown and who had a

mouth on her. A few teachers tried to challenge me; but I had some who actually cared about me.

There was no Gifted and Talented in the middle school. Instead, you were placed on a track to be in the college prep track or the regular track. Even though my behavior was atrocious, I made straight “A” honor roll, which stunned so many of the teachers that I interacted with. Over the years, I became the only non-White student in many of my classes. In order to be successful, I had to conform to the dominant standards and start to embrace this “new” identity that I was slowly adapting. The inner conflict continued as I struggled with being the honor student or the stereotypical student on welfare growing up without a father others *expected me to be*. I struggled with trying to find out where I fit in as I juggled my workload at school, the issues at home, helping my mother with adult responsibilities at home, and even with trying to still be that “hard” girl that did not take any mess.

My mentor, who was also my guidance counselor, was strategically and divinely placed in my life to help me transform into the person she knew I had the potential to be. This marked another turning point; I saw the “roots” being positioned to provide me with the foundational supports that I needed to become grounded so that I would not drift away. Dr. Cleveland was a clear example of a caring adult who invested time, energy, and hope in me. Throughout high school, she helped me process tough situations, encouraged me to attend church, signed me up for plays, attended my awards ceremonies or events, and even would take me places with her family. I finally made the positive connection with a caring adult that I had longed and cried out for. I slowly began to change and I was no longer getting into fights, or getting suspended. She truly helped me change my trajectory in life. Consequently, I am now at the end of my doctoral studies, in spite of the obstacles that I encountered and the labels that were placed and imposed on me. Relationships with caring and supportive adults matter in the lives of youth who are twice exceptional and can change their trajectory. ■

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**DDEL's Multiple Voices Co-editor and
Dean of the College of Education at Rowan University
Dr. Monika Shealey Recognized for Being a Game Change**



Congratulations!

Video: <https://www.youtube.com/watch?v=ho5kIYgMnwQ>

VOICES FROM THE COMMUNITY

The Lived Experience of a Francophone Speaking Louisiana Creole of Color in Northeast Louisiana in an English-Speaking School System

Raymond D. Adams, M.S.W.
Assistant Professor
Southern Arkansas University

In a previous VOICES newsletter, Trotman Scott and Lawson Davis (2016) asserted: “before a child enters a classroom, they have already been taught by his or her most important teachers and allies – their parents and families” (p. 11). My first language, Kouri-Vini—a native dialect, unique to self-identified Francophone-speaking Creoles of color in Louisiana who derive their ancestry from African, European, and Native American origins—was spoken and taught to me by extended, elderly family members. I was also taught “Southern White English” (Oetting & Garrity, 2006) and became fluent in both languages.

Despite my proficiency in French and English, encounters with race-based instances of discrimination were frequent and traumatizing. These instances were exacerbated due, in part, to the unwillingness of educators and administration to learn more about my unique cultural identity and sociolinguistic differences—thus, viewing my distinct English dialect as a deficit (Champion et al., 2012). I will briefly share my most visceral recollection of a racial-based incident from a White teacher during my middle school years. This incident began because of the teacher’s perception of my “phonological difficulties” (Oetting & Garrity, 2006) during an English in-class exercise. The teacher requested each student to pronounce an English sentence. Enraged by the sound of my dialect, the teacher announced in front of my peers that I had a “strong speech impediment” and he would be recommending a speech and language services through special services to my mammy, because I am clearly stupid. As I write this narrative, I am psychologically revisiting the memories of how much shame, guilt, and failure my 12-year-old self felt during that moment. After displaying his racial micro assault, my non-bilingual peers felt emboldened to bully and shame me for over a week. My belated maternal grandmother and

mother, both of whom were actively involved in my education, met with the teacher and had a very robust conference with the principal and school administrator in attendance. At its conclusion, my guardians spoke with me privately and reassured me that would not occur again, encouraging me to boldly sit in front of class.

The purpose of my sharing this narrative is twofold. First, to enlighten educators that there are African Americans whose inherent and distinct identities, language, and traditions may potentially influence the educational process. By being sensitive to these ethnocultural differences, we foster a strong and positive teacher-student relationship aimed at meeting students where they are in their educational process (American Speech-Language-Hearing Association, 2004). Most clinicians are skilled in identifying language delays or language disorders in children, yet many continue to have difficulty in distinguishing a language difference versus language pathology in children who are speaking African American English (Bland-Stewart, 2005).

Second, when implementing and negotiating special services for linguistically diverse students, parental figures are too often underutilized socio-cultural translators and mediators. Their lack of input creates a void, which invites miscommunications and misinterpretations by educators unacquainted with their ethnocultural backgrounds. This lack of understanding can negatively impact linguistically diverse students academically, socially, and psychologically. My hope is that by sharing my narrative, educators will understand the effects of making hasty and culturally inappropriate assessments of linguistically diverse students as needing special education services. Doing so contributes to both misidentification and unwarranted services. No child’s language or dialect should be deemed inferior.

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**Captured Memories: DDEL at
CEC 2017 Convention & Expo - Boston, MA**



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).

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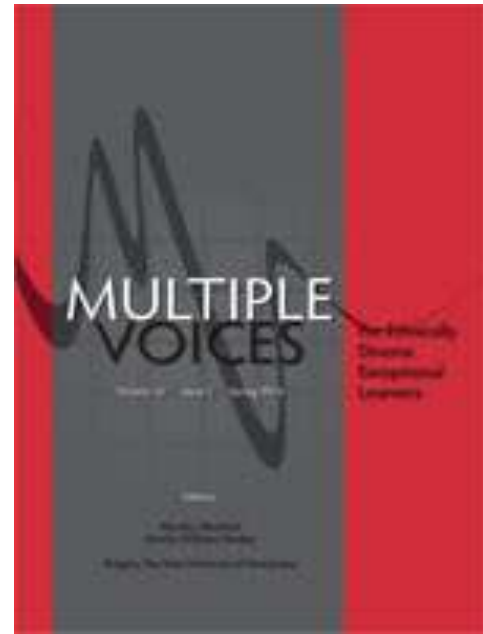
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