

## 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:

[mbove001@fiu.edu](mailto:mbove001@fiu.edu)

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## President's Message

Back-to-school season is among us once again! As many of you have been gearing up for the beginning of the school year, your DDEL Executive Board has been engaged in numerous activities. First, it was a great pleasure meeting face-to-face with so many of you at the April 2015 CEC Convention in San Diego. Your concerns, questions, and feedback have been recorded and shared with DDEL's subcommittees and with CEC's board of directors. We have also been exploring DDEL's role in the national dialogue concerning Black Lives Matter, the reauthorization of ESEA, and the disproportionate representation of learners from culturally and linguistically diverse backgrounds in special education. In this issue, you will find a position statement concerning the research on disproportionality (see page 8) and a legislative update (see page 6).

I encourage you to verify your contact information with CEC membership. It is critical that DDEL has your most current e-mail on file, as numerous opportunities for you to participate will be shared through e-mail communications. Also, within the next month, please be on the look out for a call for nominees for several positions that will be opening up on the Executive Board, as well as the



opportunity to vote on DDEL's 5-year strategic plan.

I would like to thank our former Student Representative, Lorena Muñoz, for her commitment to DDEL and for her work with the Student Research Forum (see pages 4-5 for highlights from the 2015 CEC Convention). I would also like to take this opportunity to welcome Ramon Goings, our new Student Representative who is already working diligently to make the next SRF a success (see page 3 for more details).

Please visit our website and check out our new Facebook page. We are continuing to look for innovative ways to reach out and engage and hear from all of our members. We want to hear from you! Please do not hesitate to reach back!

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

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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)





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 Deadline:

**October 30, 2015**

Proposals accepted electronically via email

**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 **October 30, 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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## DDEL Student Research Forum Poster Session

CEC 2015 Convention and Expo San Diego, CA  
Highlights

As the call for proposals for the 2016 Student Research Forum Sessions have gone out, we would like to acknowledge yet another successful SRF spearheaded by the former DDEL Student Representative and SRF Chair, Lorena Muñoz. As you will see, a diverse set of topics were covered. Thank you to all of the presenters, reviewers, and audience members who helped make another successful SRF!



*President Michelle Frazier Trotman Scott (left most) and Former SRF Chair, Lorena Muñoz (right most) with poster session presenters.*



*Pre-Service Teachers' Instructional Efficacy and Views of CLDE Learners  
Presenter: Sonya E. Munsel*

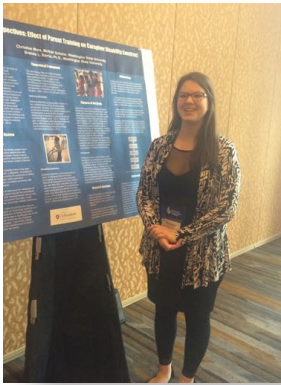


*Solving Barriers to Assessment to Provide Inclusion for Young DLLs  
Presenter: Samantha Riggleman*



*Inquiry-Based Science Instruction for Students with Intellectual & Developmental Disabilities  
Presenter: Leonard C. W. Troughton*





## RESEARCH SPOTLIGHT

A McNair Scholar and Emerging Researcher

The first undergraduate student to participate in the DDEL Student Research Forum, Christine Mars, shared an abstract of her poster presentation with DDEL VOICES. We were encouraged to hear about her research interests. Her mixed methods study was anchored by a critical disability framing. We look forward to hearing more about Ms. Mars and her future endeavors.

### **Plurality of Perspectives: Effect of Parent Training on caregiver Disability Construct**

Presenter: Christine Mars

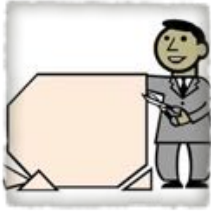
Under the Individuals with Disabilities in Education Act (IDEA), the federal government mandates that children are able to receive intervention services from birth to age three (Part C) and ages three to twenty-one years of age (Part B). The literature shows early intervention services increase long-term positive outcomes and aid in the transition to Part B services for children with developmental delays and disabilities.

Research has also found, families from underserved communities (e.g., families from culturally and linguistically diverse backgrounds, families in poverty, and families in rural areas) are less likely to access these vital services due to barriers such as service availability but also parental knowledge or representation of disability. Stigma associated with the term disability in our society impacts caregiver willingness to access intervention services. The effects of parent's perspectives and their experiences with services and training through a critical disability perspective will be explored. This sequential mixed methods study will provide key information regarding parent perspective and perceptions regarding current disability services and practices.

Implications for this study include increasing the body of knowledge around cultural constructs of disability. In turn, this research can be used to aid professionals in developing cultural sensitivity in their therapeutic approach. Parent knowledge may be expanded; through a critical disability perspective, caregivers' advocacy skills, and confidence in addressing the needs of their child can grow. Families will be better equipped to contribute to the societal representation of disability utilizing a critical perspective. This larger shift in the representation of disability will positively impact access of early intervention services for children and families from historically marginalized populations.



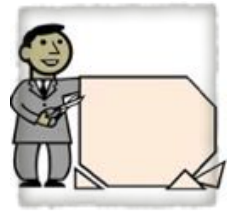
*DDEL members engaged the SRF presenters with challenging questions and helpful feedback*



## **CAN CORNER**

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

**August 9, 2015**



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Greetings!

I have a confession to make. When I became a teacher in special education I had to learn all about the most current legislation 94-142. I can clearly remember the excitement and hope I felt with the passing of IDEA and especially IDEIA! Today, individuals with exceptionalities can celebrate another potential milestone. On July 8th the House of Representatives passed H.R. 5, the Student Success Act, the reauthorization of the Elementary and Secondary Education Act (ESEA). Then on July 16th, the Senate passed S.117, Every Child Achieves Act, to reauthorize ESEA. The two bills will now go to committee in order to draft a compromise as they are both quite different. This is an exciting era for members of DDEL to shout loud and clear to their representatives in D.C.

This is from the CEC website:

The Senate bill is not perfect, however, it has many provisions that CEC supports, including those that eliminate AYP; maintain disaggregation of subgroup data; support early intervening services in general education, UDL, and PBIS; maintain the 1 percent cap on alternate assessments based on alternate achievement standards; prohibit modified standards and assessments; maintain Javits Gifted and Talented Act; support early childhood programs; maintain MOE; prohibit Title I portability provisions; and allow but don't require new teacher evaluation systems.

Now for the bad news:

CEC opposed H.R.5 due to its lack of support for children with exceptionalities and the professionals who work on their behalf. CEC has concerns with the Student Success Act, which reduces the accountability for students with disabilities, removes the 95 percent participation rate for all students, removes the 1 percent cap on alternate assessments based on alternate achievement standards, lacks focus on professional development, eliminates HQT, includes performance pay that is solely based on standardized test scores, increases privatization, ignores high-ability students, eliminates MOE, permits Title I portability, ignores early childhood, allows parents to opt out of state tests, and includes new requirements without adequate resources.

I urge all DDEL members to read both bills while Congress is in their August recess and then contact their representatives. Issue briefs can be accessed through CEC at <http://www.specialeducationlegislativesummit.org/issue-briefs/>. The specific brief about ESEA is titled: "Promoting access and achievement for children and youth with exceptionalities in Pre K-12 education." Once you understand the issues, you can contact your member of Congress through this website.

<http://capwiz.com/cek/home/>. Let your voice be heard!

Thank you all!

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

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



## VOICES FROM THE FIELD

By Hsuying C. Ward, Ph. D.

University of Texas, Rio Grande Valley

The University of Texas Rio Grande Valley (UTRGV) is the largest Hispanic serving institution with over 28,500 students of which over 85% are Hispanics; 90% of the Hispanic students are Spanish-speaking residents from the Rio Grande Valley areas. During the 2014-2015 academic year, a graduate student, Sara Gonzales, and I volunteered in a faith formation class for children with moderate and severe needs. Aside from serving the community, another purpose of my participation was to demonstrate to Sara how to manage the learning and behavioral needs of children with moderate and severe disabilities. Sara had never taught in special education; the experiences she would gain would be invaluable. Little did I know that I would gain greater perspectives on engaging Hispanic parents from our community.

Children with less severe disabilities are often able to integrate and complete their faith formation as other children do. Children with moderate or severe disabilities, however, stand out and often have behavioral challenges that are not acceptable to other parents or to the teaching staff of typical faith formation classes. The parents of eight children appealed to LGH church in Brownsville, Texas, and the idea was put into action to create a unique class that addressed the needs of their children. Parents from all over the Rio Grande Valley were able to register their children and the total enrollment was 16 children.

The completion of this faith formation process required much communication and collaboration among the stakeholders. The faith formation class was especially unique in that none of the churches in Rio Grande Valley communities, to our knowledge, had addressed the linguistic needs of the parents and children. Although the children's faith formation instruction was given in English, and most of the children's schooling has been in English, the majority of the families only speak Spanish. Sara and I were able to help, given that the class had only one teacher and one teacher aide.

Each class session was followed by a mass in which parents sat with their children. The church organized a children's choir to assist in the mass. Often, behavioral challenges occurred during this time. Sara and I sat by some of the children to yield support to the parents who needed to attend to their younger children. The First Communion took place for these children on



*Sarah Gonzales and Hsuying Ward. Dr. Ward authored "Engaging First Generation Immigrant Parents of Young Children with Exceptionalities" in Sutterby, J., & Nwokah, E. (2014). (Ed). Early Childhood and Special Education. Advances in Early Childhood and Day Care, 18, 27-44.*

Mother's Day. On that day, the church was filled with parents, relatives, and friends of the families. Regardless of the severity of the disabilities, all children dressed in attire appropriate for the occasion. With a little modification in the seating arrangement typically found during the First Communion, the three and a half hour mass and photo sessions went as planned. Other than two minor refusals to stand for pictures, the fourteen children who participated stayed focused on their First Communion event.

As a faculty in special education, it is easy for me to become detached from the real world experiences of children with moderate and severe disabilities. In the past 15 years, I often heard my graduate students talk about the lack of collaboration and communication public schools received from parents of children with disabilities. In reflection, I witnessed the powerful effect of parent-community collaboration on educating children with moderate and severe disabilities. My experience suggests that schools can and must align with parents in educating students with moderate and severe disabilities. Schools cannot simply function as a separate entity from the communities where their students live and learn. I also saw the impact of providing parents with information to help educate their children. Most importantly, I was reminded that attitudes towards parents of children with moderate and severe disabilities truly matter.

## Science is Not Neutral... As Morgan and Colleagues 2015 Special Education Study Reminds Us

A Position Statement by DDEI's Professional Development Co-Chairs,  
August 10, 2015

Ford, D.Y., PhD  
Professor  
Vanderbilt University

Gardner, R., PhD  
Professor  
Ohio State University

Researchers are often admonished to be neutral in their work. The hallmark of being a research scholar, it has been argued, is impartiality. Yet, for centuries, some researchers conducting work on, with, and about 'minority' groups have been found to be anything but this. Gould's (1996) book presents a litany of scientists who violated principles of integrity and honesty. And in contemporary times, we still witness researchers being careless and simplistic. In 1994, Herrnstein and Murray's *The Bell Curve* reminded researchers, minority groups, and African Americans in particular, that science could be used to turn back any progress made about assessing their intelligence and potential. The arguments were polemic and the debates were visceral.

On Jun 24, 2015, Morgan and colleagues reported very contradictory and hotly contested findings in *Educational Researcher* and in The New York Times op-ed piece "Is Special Education Racist?" The authors claimed that minority students are actually *under*-represented in special education. Using a secondary data of "students receiving special education services as a result of having one of five Individuals with Disabilities Education Act (IDEA)-eligible disabilities." They eventually claim that "Black children are underrepresented in special-education classes when compared with white children with similar levels of academic achievement, behavior and family economic resources." This assertion, among others, suffers from fundamental attribution error and deficit thinking.

Page limitations prevent a detailed treatment of this report. Thus, we focus on a few points. First, Morgan and colleagues (2015) confound data by homogenizing minority students. A more scientific approach is to disaggregate the racial/ethnic groups. For example, Black students are often over-represented, Hispanic students are over-represented in some cases, and Asian students are rarely over-represented. Second, the five specific categories examined do not account for all children in special education and Morgan and colleagues' rationale for selecting 5 of the 14 areas is suspect. Of similar concern is their examination of grades K through 8 only, which fails to give a comprehensive view of special education representation. Third, is the omission of a focus on gender; males overall and Black males in particular are often the focus of scholarship on over-representation. A fourth problem is the literature base cited; it is polemic and not comprehensive. The authors' selectivity is a serious and ongoing problem that compromises objectivity in research, interpretations, and thus needed changes (Toldson & Ford, 2015). A fifth issue is problems with the data analyses. Per Skiba and Welnder (2015): Their claim that poverty explains special education disproportionality is simply unsupported by their own data. In multivariate statistics of the type used, one variable is said to explain another when it is found to be statistically significant. But poverty significantly predicts disability in only one of the five disability categories Morgan and colleagues studied, and then *in the opposite direction of their prediction*. This is hardly a strong demonstration that special education over-representation is due to poverty.

The policy implications of the study by Morgan et al. (2015) are grave at all levels – district, state, and national – and would be regressive should the findings be taken as truth. No single study should be allowed to refute almost five decades of research showing over-representation does indeed exist for



Black students. Polemic, hurried, and imprudent recommendations and studies do little to advance education and hold little if any promise in supporting misdiagnosed, misplaced, and therefore miseducated students.

#### References

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### Spring 2015 Photo Highlights

CEC 2015 Convention and American Education Research Association

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*April's General Board meeting was a productive and well attended session. Members discussed how research and policy is supported by CEC, the future of DDEL, and many other topics.*



*The CEC Convention is a great opportunity to catch up with friends. Left to right: Lorena Muñoz, Liz Cramer, Asha Brito, Mildred Boveda*



*DDEL Members at AERA in Chicago: After a dynamic session by Multiple Voices co-editor, Monica Shealey, (left most) and Shellee Zion (right most). Mary Little and Multiple Voices co-editor Wanda Blanchett (center).*

# 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>**

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## *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.

