

## President's Message



The DDEL executive board is gearing up for a dynamic 2015 CEC Convention and Expo in San Diego. As we prepare for the upcoming events, we are focusing on how to best engage all of our DDEL members. We are excited to share this issue of *DDEL VOICES* as a way to provide you with details about what DDEL has to offer to its members.

Since our last convention, the executive board has diligently worked on a five-year strategic plan that will be discussed and voted upon during the business meeting scheduled for Friday, April 10 (see page 2 for more details). Therefore, it is imperative that as many members as possible attend the business meeting. Please be on the lookout for an emailed draft of the plan and be prepared to discuss and provide feedback.

In addition to “taking care of business” and attending the high quality sessions featured in this issue, I would like the opportunity to meet and speak with each of you during DDEL’s Dessert Social (see page 2). I hope that you are able to utilize this time as an opportunity to catch up with friends and to network with colleagues who are just as passionate about the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

Also, be on the lookout for an email from the membership committee. The committee is going to conduct a survey to gather information and suggestions about DDEL. The executive board will closely examine the survey results and explore ways to collectively improve DDEL.

As always, I strongly encourage you to visit our website, join one of our subcommittees, and submit an article for *DDEL VOICES* and *Multiple Voices*! I’ll see you in April!

-Michelle Frazier Trotman Scott  
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:

[mboveo01@fiu.edu](mailto:mboveo01@fiu.edu)

#### Inside this issue:

President's Message	1
DDEL Convention Schedule at a Glance	2
DDEL's Mission and Vision	3
Student Research Forum	4
CEC 2015 Convention and Expo/ DDEL Sessions	4-6
CAN Corner	7
Voices from the Field	8
Multiple Voices Guidelines for Submission	9



CONVENTION & EXPO  
APRIL 8-11 | SAN DIEGO, CA

**Thursday, April 9, 2015**

Event	Time	Location
DDEL Subcommittees	9:30 AM - 11:30 AM	Sapphire 410A
DDEL Executive Board Meeting	1:30 PM - 5:30 PM	Sapphire 410A
DDEL Dessert Social	7:00 PM - 9:00 PM	Indigo 202A

Hilton San Diego Bayfront,  
CEC's Headquarters Hotel



**BOOK YOUR ROOM!**

**Friday, April 10, 2015**

Event	Time	Location
Showcase (DDEL) - CLUES: Improving Science Vocabulary for Secondary English Language Learners With Reading Disabilities	9:15 AM - 10:15 AM	Room 028E
DDEL Writing for Multiple Voices	10:00 AM - 11:00 AM	Sapphire 400A
DDEL Business Meeting	3:30 PM - 5:30 PM	Sapphire 400A

**Saturday, April 11, 2015**

Event	Time	Location
DDEL Student Research Showcase	10:00 AM - 12:00 PM	Indigo 202A



**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

**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/>

If you have any suggestions, please  
contact our webmaster:

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



**DDEL Student Research Forum Poster Session**

CEC 2015 Convention and Expo San Diego, CA

April 11, 2015 10:00 AM to 11:00 AM

Please join us for our fourth annual DDEL Student Research Forum Poster Session! This year we will meet at the Hilton Bayfront in room Indigo 202A. The following are the 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 Rigglesman

Co-presenters: Catherine Lyons, PhD and Tracy Spies, PhD

Peers as an Academic Resource for Disengaged Students with Disabilities

Presenter: Cynthia Pellegrini-Lafont

The Self you can Possibly Be: Cross-Cultural Self-Determination Mentoring

Presenter: Nimr Alsaab

Inquiry-Based Science Instruction for Students with Intellectual & Developmental Disabilities

Presenter: Leonard C. W. Troughton

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

Presenter: Christine Mars

Word-Problem Instruction for English Learners (ELs): A Culturally Responsive Intervention

Melissa K. Driver

See you there!

*Lorena Muñoz*, DDEL Student Representative

**CEC 2013 CONVENTION & EXPO  
DDEL SESSIONS**

**Thursday, April 10, 2015**

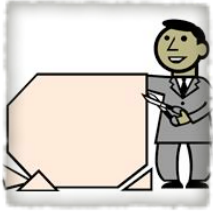
Session Title	Start Time	Room	Type	Presenters
<b>Reading Fluency: A Computer Delivered Culturally Relevant Intervention for Young Urban Learners</b>	<b>1:00PM</b>	<b>030E</b>	<b>Presentation with Q&amp;A</b>	Gwendolyn Cartledge Jessica Bennett DeLayna Green Mariah Barber

**Friday, April 10, 2015**

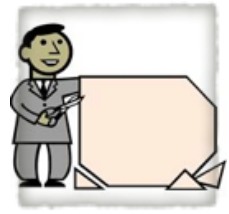
<b>Session Title</b>	<b>Start Time</b>	<b>Room</b>	<b>Type</b>	<b>Presenters</b>
<b>African American Male Discipline and Achievement Patterns: Implications for General and Special Education</b>	<b>8:00AM</b>	<b>028E</b>	<b>Presentation with Q&amp;A</b>	Cheryl Utley Festus Obiakor
<b>American Indian Students in Special Education: Disciplinary Referrals and Administrative Outcomes</b>	<b>9:15AM</b>	<b>Poster 12, Expo Hall F</b>	<b>Poster Session</b>	Denise Whitford
<b>Asian Immigrants and Inclusion in the United States: Do They See What We See?</b>	<b>9:15AM</b>	<b>Poster 13, Expo Hall F</b>	<b>Poster Session</b>	Eunjoo Kim Jie Zhang
<b>Bridging Bilingual and Special Education: Opportunities for Transformative Change in Teacher Preparation</b>	<b>9:15AM</b>	<b>028E</b>	<b>Presentation with Q&amp;A</b>	Regina Brandon Alberto Ochoa Karen Cadiero-Kaplan
<b>Cultivating Critical Self-Reflection in Special Education Interns: Integrating Learning and Experience</b>	<b>10:30AM</b>	<b>028E</b>	<b>Presentation with Q&amp;A</b>	Phyllis Robertson Shernaz Garcia
<b>Interactive Reading and Vocabulary Interventions With Latino Preschoolers</b>	<b>10:30AM</b>	<b>Poster 16, Expo Hall F</b>	<b>Poster Session</b>	Vivian Correa Kristi Godfrey-Hurrell
<b>Teaching CLD Students With the Most Significant Disabilities: Language of Instruction and Culture Matter</b>	<b>10:30AM</b>	<b>Poster 17, Expo Hall F</b>	<b>Poster Session</b>	Diane King
<b>Cultural Considerations in Individualized Educational Programming</b>	<b>1:00PM</b>	<b>028E</b>	<b>Panel</b>	Brenda Barrio Yun-Ju Hsiao Michael Dunn Sara Peterson Darcy Miller
<b>Literacy and Transition: A Three-Tier Model for Older Minority Adolescents</b>	<b>1:00PM</b>	<b>Poster 16, Expo Hall F</b>	<b>Poster Session</b>	Ralph Gardner III Morris Council, III Lenwood Gibson
<b>Teaching Sight Word Reading to Hmong English Language Learners Using Incremental Rehearsal</b>	<b>1:00PM</b>	<b>Poster 17, Expo Hall F</b>	<b>Poster Session</b>	Amy Leinen
<b>Culturally Relevant Teaching in the Special Education Classroom</b>	<b>2:15PM</b>	<b>028E</b>	<b>Presentation with Q&amp;A</b>	Bryan Cichy Larry Bryant
<b>School Wide Positive Behavior Supports: Fidelity of Implementation in Urban Schools</b>	<b>3:30PM</b>	<b>Poster 17, Expo Hall F</b>	<b>Poster Session</b>	Cean Colcord

**Saturday, April 11, 2015**

Session Title	Start Time	Room	Type	Presenters
<b>A Story Grammar Intervention for ELLs With Language Impairments</b>	8:00AM	028E	<b>Presentation with Q&amp;A</b>	Rhonda Miller Vivian Correa Antonis Katsiyannis
<b>Disabilities and Special Education Services: The Perspectives of Korean-American Parents</b>	8:00AM	Poster 17, Expo Hall F	<b>Poster Session</b>	Nari Choi Ray Ostendorf
<b>Using Culturally Responsive Instruction With CLD Students With Disabilities to Increase Performance in Algebra I</b>	8:00AM	027B	<b>Presentation with Q&amp;A</b>	Lorena Munoz
<b>Common Core and the Uncommon Student: Issues of Disproportionality</b>	9:15AM	Poster 16, Expo Hall F	<b>Poster Session</b>	Rea Kirk Peggy Marciniac
<b>What Do Special Education Teachers Need to Know About English Language Learners?</b>	9:15AM	027B	<b>Presentation with Q&amp;A</b>	Ying Hui-Michael
<b>Practices That Close the Achievement Gap for CLD Students With Disabilities: Survey of Effective Teachers</b>	9:15AM	22	<b>Presentation with Q&amp;A</b>	Jose Luis Alvarado Jorge Preciado
<b>Continuing Obstacles to Active Parent Involvement in Urban Special Education</b>	10:30AM	Poster 16, Expo Hall F	<b>Poster Session</b>	Eunjoo Kim
<b>Applying Tiered EBD Interventions for LGBT Victims of Bullying</b>	1:00PM	Poster 15, Expo Hall F	<b>Poster Session</b>	John Palladino
<b>Bilingual and Monolingual Parents' Counterstories of the IEP meeting</b>	1:00PM	Poster 01, Expo Hall F	<b>Poster Session</b>	Rosalinda Larios Andrea Zetlin
<b>Oral Reading Fluency: Training the Transition From Paper to the Computer Screen</b>	1:00PM	Poster 16, Expo Hall F	<b>Poster Session</b>	Morris Council, III Jessica Bennett Gwendolyn Cartledge Ralph Gardner, III



**CAN CORNER**  
**Legislative Update by Donna Sayman**  
**March 2, 2015**



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Greetings!

I hope this update finds you all well and warm during this very cold month!

One of the most pressing issues concerning current legislation is the reauthorization of the Elementary and Secondary Education Act (ESEA). This statement is from the CEC website regarding the legislation:

“The House is poised this week to consider the GOP ESEA reauthorization bill, the Student Success Act, H.R.5. CEC along with many other education and disability groups believe that a reauthorized ESEA must ensure opportunity, equity, and excellence for all students. H.R.5 erodes and weakens current protections for students with disabilities and CEC sent a letter today to all members of the U.S. House of Representatives recommending that they VOTE NO ON H.R.5!”

It is critically important for DDEL members to contact their representatives and urge them to vote no on H.R. 5. You can find out more information at: <http://www.policyinsider.org/2015/02/cec-urges-the-house-to-reject-esea-bill.html>

In one of President Obama's recent weekly address, he laid out his plan to ensure that more children get access to high-quality preschool and that students graduate from school being fully prepared for their future. This aligns with the President's desire to replace No Child Left Behind (NCLB) with new legislation that curtails the overuse of testing, make real improvements in early childhood education, and gives all children a fair and equal opportunity for a quality education.

You can access the address at: [http://www.whitehouse.gov/blog/2015/02/14/weekly-address-giving-every-child-everywhere-fair-shot?utm\\_source=snapshot&utm\\_medium=email&utm\\_content=2142015-topper](http://www.whitehouse.gov/blog/2015/02/14/weekly-address-giving-every-child-everywhere-fair-shot?utm_source=snapshot&utm_medium=email&utm_content=2142015-topper)

Finally, please peruse through an interesting international report on the topic of inclusion. Although most general education teachers would agree that the concept of inclusion is a good thing, the practical reality of what an inclusive classroom looks like continues to be a controversial issue. You can access the article at: <http://files.eric.ed.gov/fulltext/EJ1041676.pdf>

Thank you all!

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## VOICES FROM THE FIELD

Dr. John Delpont

### A cup and a cave

The bone creeps over the  
black edge,  
Color of my childhood skin  
The plate rests below  
Top shelf, on the left

Servants jam, thick slices of  
bread  
10 spoons of sugar  
Black lips touch the cup,  
where the chip glares,  
Metal, black, cream,  
Pearls, alert and straight  
soldiers sink into the bread,  
Thick slices servants jam

The perfect white teeth, the  
black lips, highlight her  
mouth  
An unpackaged toy in  
goodwill among all the  
broken  
They talk in a tongues i can't  
understand  
The sounds and pictures run  
in my head  
Christopher jumping in the  
grass chasing the rat  
Energetic but not belonging

Add more sugar,  
Cup and plate cleaned  
Top shelf on the left  
i see my face reflected

i slither to the window of the  
cave  
top left of the house  
no paint, broken toilet, weary  
bed up on bricks  
got to be away from the  
tokolosh  
no carpets on the ground,  
Regina's feet are yellow  
cockroaches chew on her toes  
no one tells me but i know  
top left, cream colored, cup  
and plate  
that's for Regina  
top left of the house  
barren, lifeless,  
servants quarters  
strangers, happy  
add more sugar  
thick bread, servants jam, top  
left  
never spoken, never taught  
for ever embedded, the power  
passed down the monarchy  
never spoke, never taught,  
empty

### On a Path in Kwa Zulu

Natal: 1990

Your body buckles  
A Cape Flats willow  
Are you weeping?  
You step A child in trouble  
You call me Baas  
Why?  
From Shaka Zulu  
You command authority  
Your grey hair, wisdom  
Majestic, majestic, Baba  
Mkhuklu  
Why do you call me Baas?  
You walk tentatively  
On this ground  
Do you think it is mine?  
Are there dangers?

No more  
Spears to wash.  
Why do you call me Baas?  
Why do you call me Baas?  
No more  
Spears to wash.

---

Born in 1978 South Africa, I was placed squarely in the oppressive system of Apartheid. Being born white meant that I was in the circle of unearned privilege. This circle sealed the atrocities and injustices that were happening in my beautiful country. My poems are a way for me to look back on my childhood and my home and think about the glimpses of the realities, trapped in my mind, of Apartheid South Africa. Over time, in the USA I have learnt more about the South Africa of my childhood and become aware that images and experiences gnawing at my consciousness are evidence of the cruelty and oppression that my whiteness was embedded in. It has been painful yet liberating to write the words down and free them from my mind. As I continue to find my place as a white African, I use my poetry to come to peace with my position of privilege and find ways to leverage it for the ultimate liberation of us all. Please enjoy.

John Delpont  
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# 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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## DDEL Membership Benefit:

DDEL members have electronic access to current and past content of the division journal, Multiple Voices for Ethnically Diverse Exceptional Students. Please be advised that your access will be active until your CEC/DDEL membership expires. Renewing your membership will ensure uninterrupted access. If you have any questions, please contact Kimberly Edwards-Underwood, DDEL Membership Chair, [kedwar26@gmail.com](mailto:kedwar26@gmail.com)

## 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.

