

President's Message



Dr. Endia J. Lindo

Greetings DDEL Members,

During these unprecedented times, I sincerely hope this message finds you doing well. It is my honor to serve as the President of DDEL. I had the pleasure of meeting or reconnecting with many of you at CEC 2020 in Portland, OR. DDEL hosted a number of informative and thought provoking sessions that were well attended (see p. 10 for highlights). Newly elected and appointed members were also installed to DDEL's executive board at the convention. Thanks

to the many members who continue to serve in an ongoing or alternative capacity on our board! I also want to welcome our newest board members: Dr. Alta Joy Broughton, President-Elect; Dr. Christopher Comier, Vice President; Dr. Shaqwana Freeman-Green, Treasurer; Dr. Okyoung Lim, Newsletter Editor; and Ms. Sarah Salinas, Webmaster. Further, gratitude is extended to the following outgoing members of the executive board for their service to DDEL: Drs. Diane Baker, Mildred Boveda, Morris Council, and Porsha Robinson-Ervin. I especially want to take a moment to recognize our outgoing Immediate Past President, Dr. Mildred Boveda for her six years of service on DDEL's executive board. She fulfilled the roles of newsletter editor and constitution and bylaws chair, prior to joining DDEL's presidential line. Many impactful activities occurred under her leadership, including the appointment of new editors for *Multiple Voices* and the ratification of our current constitution and bylaws. Finally, I want to acknowledge the incredible leadership of Dr. Evette Simmons-Reed, our Immediate Past President, whose tenure saw the successfully relaunching of *Multiple Voices* and expansion of our work across divisions and state subdivisions. My intention is to expand upon the extraordinary work of the leaders who proceeded me.

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/Community"
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 to the newsletter editor Okyoung Lim, olim@marian.edu

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My goal for DDEL in 2020 is to create a community to uplift scholars, leaders and practitioners working for the advancement of students with intersecting vulnerabilities within our educational system. I aim to help position DDEL to be a resource for educators and educational units in developing and implementing culturally responsive practice and to inform pre-service and in-service training guidelines to promote culturally sustaining pedagogy. I look forward to serving DDEL and hope you will join me and the rest of your executive board in working towards these goals for advancing 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.*" Please take the time to read the valuable information included in this issue of VOICES, including opportunities to provide feedback on DDEL's policy priorities, attend a free webinar, and to learn about various opportunities for you to get involved!

In Service,

Endia J. Lindo, Ph.D.
President, DDEL
e.lindo@tcu.edu

President-Elect's Message

In previous leadership roles, I sought culture of interdisciplinary collaboration across graduate students and faculty from diverse backgrounds. Mentoring others into the field of education and social justice scholarship is a privilege which embodies my core values and goals to propel those from underrepresented backgrounds to the forefront. I look forward to the opportunity to support DDEL leaders in being a voice within the field of Special Education to elevate the educational needs and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural and linguistic communities. As a speaker of Spanish and Portuguese, I am interested to support initiatives to promote multilingual research, collaborations, and issues facing special educators in dual language settings.



Dr. Alta Joy Broughton

About Dr. Broughton: Alta Joy Broughton, Ph.D. joins the CEC Division of Culturally and Linguistically Diverse Exceptional Learners as President-Elect with a wide range of experiences. Currently, she is Assistant Professor of Special Education at Saint Mary's College of California. Dr. Joy Broughton's scholarship revolves around preparing teachers for the equitable education of emergent bilingual students who may or may not have learning disabilities.

Meet Your Vice President



Dr. Christopher Comier

I am a former special education teacher and have taught all grades spanning from 1st thru 12th all exclusively in Title 1 schools in the greater Los Angeles Metropolitan Area. I am also a proud HBCU alum of Fisk University in Nashville where my undergraduate degree was in special education which is also what my doctorate degree was in from the University of Illinois Urbana-Champaign. My wife and I have twin daughters who are 9 years old. My research trajectory examines how marginalization is indexed across the globe. More specifically, I study the functions of marginalization for students who are overrepresented in special education programs in addition to exploring how this issue is exacerbated by the underrepresentation of teachers historically marginalized both domestically and internationally. Furthermore, I along with

Frank Worrell at UC Berkeley have just began the leg work to launch a nationwide study looking at the mental health of teachers. I have conducted several studies - which are fourth coming - surrounding preservice Black male special education teachers, their perceptions on entering the field as well as the experiences of those currently in service. Finally, I am currently a Post-Doctoral Scholar at Stanford University where I work in the Stanford Teacher Education Program (STEP) and simultaneously in the new Learning Differences and the Future of Special Education Initiative both in the Graduate School of Education.

DDEL 2020-2021 Executive Board

Immediate Past President	Dr. Evette Simmons-Reed
President	Dr. Endia J. Lindo
President-Elect	Dr. Alta Joy Broughton
Vice President &	
Research & Professional Issues Chair . . .	Dr. Christopher Comier
Secretary	Dr. Robai Werunga
Membership & Subdivisions Chair	Dr. Tammy Ellis-Robinson
Publications Chairs	Dr. Kimberley Davis
Newsletter Editor	Dr. Okyoung Lim
Multiple Voices for Ethnically Diverse	Dr. Kathleen A. King Thorius
Exceptional Learners, Journal Editors . . .	Dr. Cristina Santamaría Graff
	Dr. Seena M. Skelton
Webmasters	Ms. Sarah Salinas & Dr. Jennifer Cullen
Finance Chair	Dr. Quintella Bounds
Treasurer	Dr. Shaqwana Freeman-Green
Professional Development Chair	Mrs. Camille O'Quin
CAN Coordinator	Ms. Belkis Chouseul-Praslin
Student Representatives	Ms. Kim Reddig & Ms. Megan Troxel-Deeg
Archivist	Dr. Benikia Kressler
Constitution & Bylaws Chair	Dr. Andrea Jasper

Interested in Joining or Starting a State DDEL Subdivision?



An exciting initiative we have been working on currently is the development of DDEL subdivisions within individual states. These state level subdivisions will provide our members with even more opportunities and avenues to connect and address best practices and advocacy for our culturally and linguistically diverse exceptional learners in coordination with the national organization. Michigan (MI-DDEL) where Precios Armstrong is president (precios.armstrong@jcisd.org) has already created a subdivision and begun their work. Currently subdivisions in New York and Arizona are in the planning stages. Please contact the membership chair (tellis-robinson@albany.edu) if you are interested in developing a subdivision in your state or would like to join one in development. We will reach out and send you information to assist you. Stay tuned for highlights of subdivision activities in our next newsletter.

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!

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

Check us out on social media!

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

https://twitter.com/DDEL_CEC

If you have news or suggestions, contact our webmasters
at jmcullen@bsu.edu or Sarah.Salinas@asu.edu



CAN-Coordinator's Corner

DDEL is working to update our policy statement and priorities.
See updates below.



DDEL Policy Statement

DDEL is devoted to supporting diverse exceptional learners. We strongly advocate for equity and social justice for students with exceptionalities who are from culturally and linguistically diverse backgrounds. We believe all students should receive appropriate and individualized access to special education services. Specifically, we aim to clarify ongoing needs for diverse exceptional learners, address issues of representation of diverse students in special education, and ensure research and policies are considering the needs of diverse students with multiple vulnerabilities.

DDEL Policy Priorities

1. Recognize and address the disproportionality of students with disabilities from culturally and linguistically diverse backgrounds in special education.
2. Reduce implicit and explicit biases among education professionals working with culturally and linguistically diverse students.
3. Support culturally and linguistically diverse exceptional learners in their educational, cultural, psychological, and social-emotional development.
4. Advocate for and contribute to scholarship about twice-exceptional culturally and linguistically diverse students.
5. Increase and enhance family and community outreach so that families of color and others can advocate for these students in school, community, and other settings.
6. Promote equity and social justice, diversity, and inclusion in CEC activities and programs, communications (e.g., publications and social media), procedures, and policies.
7. Advocate for culturally sustaining pedagogy in teacher pre-service and in-service training.
8. Increase the cultural competence of the teaching force.
9. Increase diversity of the teaching force servicing culturally and linguistically diverse students.
10. Establishing a strong evidence-base for instructional, intervention, and discipline practices for culturally and linguistically diverse students and those with multiple vulnerabilities.

Provide and comments or feedback on our updated policy statement here:

https://tcu.co1.qualtrics.com/jfe/form/SV_6Ms7fh3l8NcleWF



Dr. Jackson (center)

Member Spotlight

From Student Researcher to Caucus Leadership

Dia Jackson, Ed.D.

What is your memory of the DDEL Student Research Forum?

I distinctly remember presenting at the DDEL Student Research Forum at CEC in Philadelphia. As a doctoral student preparing for my dissertation defense and teaching special education full-time. The DDEL research forum allowed me an opportunity to showcase my work and was a great opportunity to meet other doctoral students with a focus on culturally and linguistically diverse (CLD) students. During this forum, I presented a poster on my dissertation research *A Retrospective Study of Student Engagement among At-risk Elementary Students with and without Disabilities* and received amazing feedback from professors and others in the field. The small setting of the forum allowed me to have one-on-one conversations and receive feedback on my work from scholars and professors in the field. Also, while at CEC I had an in-person interview with American Institutes for Research (AIR). The experience during the forum provided me with an opportunity to practice sharing my research and gain confidence in my work prior to my interview.

What has been your professional journey since completing your doctoral studies?

I was hired! Following my in-person interview at CEC, I was offered a position at AIR and have been able to engage in technical assistance and research on a number of national technical assistance centers. This turned out to be my dream job and an opportunity I never thought was possible. I have the opportunity to work with teacher education faculty and state, district and teacher leaders in New York City, the US Virgin Islands, Baltimore City, DC, Arkansas, South Dakota, Massachusetts and Vermont. Working with educators and leaders across the country has allowed me to see the common challenges that educators face and how best to provide address the research to practice gap, in both urban and rural settings.

I remain very active in the work of CEC and continue scholarship through publications and presentations and as an advisor for National Center for Learning Disabilities' (NCLD)/Understood's education practitioner advisory council. I co-authored the High-leverage Practices for Special Education, a book published by CEEDAR and CEC which sets forth a set of practices that all can shape teacher education and professional learning for educators of students with disabilities. I also continue to present at each CEC and TED conference sharing practice-based research on educating CLD students. This year, I am the chair of TED Diversity Caucus where I have the opportunity to advocate for the needs of faculty and teacher educators of color. I am honored to hold this position and work with look forward to continued service to the field by improving educational outcomes for CLD students.



**The Intersection of Bilingualism & Disability:
Dispelling Myths and Advocating for Life-Long Bilingualism**
Wednesday, May 27, 2020
3-4pm



Steve Daniel Przymus, Ph.D.
Assistant Professor,
Educational Linguistics/Bilingual Education
Texas Christian University (TCU)



Alba Ortiz, Ph.D.
Professor Emerita, Special Education
University of Texas at Austin



Todd Fletcher, Ph.D.
Associate Professor, Disability &
Psychoeducational Studies/
Second Language Acquisition, Teaching, GIDP
Coordinator of the Graduate Program in
Bilingual/Multicultural Special Education
University of Arizona



Xavier Vasquez
Director of Bilingual Education
Fort Worth Independent School District
Fort Worth, TX

A current trend is to remove emergent bilinguals from dual-language classrooms in order to focus on the development of their English skills. This can result in a loss of bilingual identity and peer social networks and have a negative psychological and academic impact (Parra, Evens, Fletcher, & Combs, 2014)¹. This webinar will address the folk theory behind deficit-oriented decisions that act to limit the educational/life opportunities of dually-identified students in U.S. schools. We will dispel the myths that (1) exposure to more than one language at school/home will overwhelm and confuse children with disabilities; (2) code-switching is evidence of confusion; (3) existing disabilities in the area of language will be worsened by learning bilingually and limit English success; and (4) emergent bilingual youth should stop using their L1 at home and school. The above four myths, although addressed widely in the literature (NASEM, 2017)², are still ubiquitous in schools today. Changing this rhetoric demands a fresh perspective and multiple angles of focus. In this webinar we offer both theoretical and pedagogical ways to address this important and urgent issue.

Register at:

<https://www.eventbrite.com/o/the-cec-ddel-pd-committee-30158433544>

¹Parra, E. B., Evans, C. A., Fletcher, T., & Combs, M. C. (2014). The Psychological Impact of English Language Immersion on Elementary Age English Language Learners. *Journal of Multilingual Education Research*, 5(4), 33-65.

²National Academies of Sciences, Engineering, and Medicine (NASEM). (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press.



FREE MEMBERSHIP

CEC is opening its doors to the special education community in need of resources.



Please share with Colleagues. Nonmembers of CEC can receive a free basic membership from now through May 31 by using the promotional code "CECED60." This will give you access to all of CEC's journal articles, member discounts on events, and access to CEC's online membership community where you can ask questions and receive support from special educators, administrators and support personnel. [Join Now!](#)

Don't forget to add DDEL <https://community.cec.sped.org/ddel/home>

CALL FOR PROPOSALS:

1. Proposals for CEC 2021 in Baltimore, M.D. due April 30th <https://cecconvention.org>
 2. Proposal for TED 2020 in Long Beach, C.A. due June 15th
<https://tedcec.org/conferences/conferencehome/proposal-submission/>
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CEC LEADERSHIP OPPORTUNITIES:

1. Board of Directors
 - a. Up to 5 positions
 - b. 3-year terms (Jan. 1, 2021 – Dec. 31, 2023)
 - c. Deadline: May 13 @ 3:00 pm ET.
 - d.
2. Representative Assembly Committee
 - a. 2 positions
 - b. 2-year term (July 1, 2020 – June 30, 2022)
 - c. Deadline: May 18 @ 3:00 pm ET

Apply at <https://cec.sped.org/About-Us/CEC-Leadership/Current-Leadership-Opportunities-for-CEC-Members>

Multiple Voices has a new look and tag line!



In this new logo, designed by Cameo Hill, the words Multiple Voices are printed on a white background. Immediately to the right there are three sets of concentric circles organized in a way that overlap and connect to form a triangle. Under the words Multiple Voices is the tagline Disability, Race, and Language Intersections in Special Education.

Editors' Note:

The logo incorporates the journal's name where **Voices** is bolded and larger than the word **Multiple**. Metaphorically, Voices is more prominent aligning with the Editors' vision of Multiple Voices journal as a platform to hold space for and value "epistemologies, methodologies, and forms of expression" held or expressed by those whose contributions have been silenced, repressed, or undervalued. Historically, these voices and contributions belong to scholars with disabilities, scholars of color, and those who engage in creative work with and in communities outside the academy. Immediately to the right of the words Multiple Voices are three sets of nested circles representing three intersectional identity markers in special education – disability, race, and language – each distinguished by a different colored dot (red, teal and yellow). Reminiscent of sound waves that emanate from the center of each dot outward, each set of circles' resonance extends both vertically and horizontally depicting patterns in practice and policy impacting individuals with disabilities at the intersections of race and language in special education.

Connecting the dots are different colored lines forming an equilateral triangle that is slightly tilted to the left. These connecting lines represent the relational intersections among and between disability, race, and language.

Situated under the words Multiple Voices is the tagline **Disability, Race, and Language Intersections in Special Education**, signaling our dedication to advancing scholarship for and the liberation of all individuals with disabilities.

Make sure to explore the online journal site for [Multiple Voices](#).

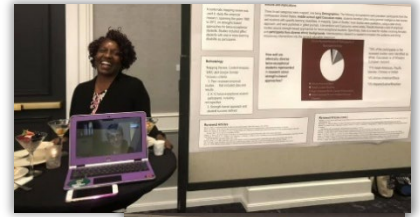
CEC2020 Highlights · Portland, O.R.



DDEL Executive Board Meeting



Standing room only!
Carceral State of Special Education Invited Session.



Joint DDEL/DLD
Student poster session.



DDEL Past President, President-Elect,
Vice President & President

Shots from DDEL Social



DDEL President and
Multiple Voices Editors

