

## President's Message

It was a pleasure meeting and reuniting with so many of you this year at the CEC 2018 Convention in Tampa! Since our Business Meeting in February, you have selected our 2018 President-Elect, Evette Simmons-Reed, and provided DDEL critical feedback in the first Annual Membership Survey. I would like to take this opportunity to welcome the newly appointed members of our board: Morris Council and Michelle Frazier Trotman Scott, Newsletter Editor and Co-editors; Tiffany Hollis, Professional Development Co-chair; and Ashley White, Student Representative. Thank you Kelly Carrero, Jen Cullen, Wanda Blanchett, Monika Shealey, and Robai Werunga for your past service and leadership on DDEL's Executive Board.

We are continuing the search for DDEL's next editor(s) of *Multiple Voices* (see page \_\_ for the call). Gerardo Moreno will serve as Interim Editor as we continue the search. Please e-mail me if you have any questions about this transition period.

Your DDEL Executive Board is gearing up for the CEC 2019 Convention in Indianapolis.

The Executive Board commends CEC's statement in opposition to the Department of Education's (ED) proposal to delay by following this link: [goo.gl/rS9d3Q](http://goo.gl/rS9d3Q). I urge you to take action TODAY and submit a comment about Docket ID ED-2017-OSERS-0128 online at: [www.regulations.gov](http://www.regulations.gov). The comment period will be open until May 14, 2018 so please share with your networks and encourage your colleagues to express concerns about this ED decision. Our students deserve better.



This summer, the Professional Development committee is planning to provide two free webinars to DDEL members. We are using information from our Annual Membership Survey to prepare for these meetings. As the committee prepares for this professional development opportunity, I encourage you to send topics of interest to [tiffanyhollis@gmail.com](mailto:tiffanyhollis@gmail.com). Details about the dates and times of these summer webinars are forthcoming.

I encourage you to explore all of the information and opportunities shared in this issue of *VOICES*. In your e-mail, you received information about DDEL's Constitution and Bylaws. Please respond with your vote by April 27, 2018. You will find details about our new [YouTube](#) channel and multiple ways to engage each other on-line, images from the 2018 meeting in Tampa, and other relevant content pertaining to the advocacy of individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

In Service,

Mildred Boveda  
President, DDEL  
[mboveda@asu.edu](mailto:mboveda@asu.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/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, indicating one of the above categories to the newsletter editor, Morris Council at [mcouncil@westga.edu](mailto:mcouncil@westga.edu) or the co-editor, Michelle Frazier Trotman Scott at [fraztrot@westga.edu](mailto:fraztrot@westga.edu).

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**A MESSAGE FROM YOUR DDEL IMMEDIATE PAST PRESIDENT**

**Quintella Bounds**

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**Dr. Quintella Bounds**

As I reflect on the past twelve months serving as the President of this great organization, I must say this has been a rewarding experience working alongside individuals who are dedicated to the vision and mission of the Division for Culturally and Linguistically Diverse Exceptional

Learners (DDEL). As we begin the 2017 year, the Executive Board reviewed DDEL's 5-Year Strategic Plan to purposefully dissect goals. After a comprehensive assessment, the we identified the following strategic goals: Membership Engagement, Building Partnerships with other Divisions, Financial Security & Sustainability, and Improving Services Provided by DDEL.

With our goals at the forefront, the committee leadership teams embarked upon components that supported the alignment of the strategic plan. The Constitution & Bylaws Chair, Andrea Jasper, lead the committee with aligning the Constitution & Bylaws to the strategic plan. Membership Chair, Denise Whitford, supported the Membership Committee in creating the first annual membership survey to improve services provided by DDEL. The Publication Committee Kimberly Davis and the Election Chair Kelly Carrero vigorously solicited new editors for Multiple Voices, a President-Elect, and Treasurer. If you are interested in either position

information can be obtained on the DDEL website <http://community.cec.sped.org/ddel/home>.

The year opened and ended with newsletters that were produced with high quality thanks to Donna Y. Ford. Through intra-committee collaboration the Governmental Relations Chair, Camille O'Quin, Publication Committee Webmaster Ramon Goings, and the Research & Professional Issues Chair Gerardo Moreno formed social media platforms that included Facebook, Twitter, YouTube, and the DDEL CECCommunity. Our Finance Chair William Hunter and Diana Baker (Treasurer) has continuously worked on forming partnerships with other CEC Divisions as a means of exploring other revenue sources for sustainability. In addition, Jennifer Cullen, Evette

Simmons Reed, and Charmion Rush has recorded and established an electronic storage database to house archived documents.

Finally, the 2017 year provided me the opportunity to plan components of the CEC Boston Conference (scheduling DDEL sessions and creating DDEL sponsored events), participation in CEC meetings, and facilitation of DDEL's monthly meetings. If I could offer a minor guidance to Mildred Bovedo, as she transitions into the 2018 DDEL President, it would be to trust your team – they will be there for you. Again, thanks to the entire Executive Board for making my tenure a heartwarming experience.

**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/>

Also, check us out on social media!

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

[https://twitter.com/DDEL\\_CEC](https://twitter.com/DDEL_CEC)

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

If you have any suggestions, please  
contact our webmaster:

Ramon Goings

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



RESEARCH SPOTLIGHT



*The 2019 CEC Conference is right around the corner (Jan 29-Feb 2)! In preparation for upcoming conference, DDEL would like to highlight the successful presentations that were accepted this year. Below you will find a table detailing all of the accepted presentations. For additional information, please visit this official CEC link for both abstracts and PowerPoint presentations.*

<https://ww4.aievolution.com/cec1801/index.cfm?do=ev.pubSearchEvents>

Wednesday, February 7, 2018

|                   |  |                         |
|-------------------|--|-------------------------|
| 1:00 PM – 2:00 PM | <a href="#">Closing the Cultural Identity Gap Between Teacher Educators and Their Students at the University Level</a>   | TCC<br>Room: 23         |
| 1:00 PM – 2:00 PM | <a href="#">Program Chair Featured: Challenges to Equity in Assessment, Placement, and Outcomes in Special Education</a> | TCC<br>Room: Ballroom B |

Thursday, February 8, 2018

|                     |   |  |
|---------------------|---|--|
| 9:45 PM – 10:45 PM  | <a href="#">Multi-tiered Systems of Supports for Linguistically Diverse Students</a>  | TCC<br>Room: 12                              |
| 9:45 AM – 10:45 AM  | <a href="#">STRAND B, Session 1: Culturally Relevant Literature: Building Literacy, Social, and Personal Skills</a>   | TCC<br>Room: 25                              |
| 11:00 AM – 12:00 PM | <a href="#">A Meta-Analytic Review of Culturally Adapted Prosocial School-Based Interventions</a>   | TCC<br>Room: Poster 16, East Hall, 3rd Floor |
| 11:00 AM – 12:00 PM | <a href="#">Preparing Teachers to Be Reflective and Responsive to Diversity</a>   | TCC<br>Room: 12                              |
| 11:00 AM – 12:00 PM | <a href="#">STRAND B, Session 2: Culturally Responsive Social Skill Instruction Within SWPBS Implementation</a>   | TCC<br>Room: 25                              |
| 1:00 PM – 2:00 PM   | <a href="#">Providing Appropriate Behavioral Supports for Students from Culturally and Linguistically Diverse Backgrounds</a>                               | TCC<br>Room: Poster 16, East Hall, 3rd Floor |
| 1:00 PM – 2:00 PM   | <a href="#">STRAND B, Session 3: Integrating Culturally Responsive Pedagogy Into Teacher Preparation and the CEC Standards for Professional Preparation</a> | TCC<br>Room: 25                              |

## DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS

| Thursday, February 8, 2018 (Continued) |   |  |
|--|---|--|
| 2:15 PM – 3:00 PM                      | <a href="#">Culturally Responsive Instructional Practices for English Language Learners With and Without Disabilities</a>                               | TCC<br>Room: Poster 16, East Hall, 3rd Floor |
| 2:15 PM – 3:00 PM                      | <a href="#">Recruiting and Retaining African American Males With Dual Exceptionalities</a>  | TCC<br>Room: 12                              |
| 3:30 PM – 4:15 PM                      | <a href="#">Approaches to Word-Problem Solving for English Learners With Mathematics Difficulty</a>   | TCC<br>Room: Poster 17, East Hall, 3rd Floor |
| 3:30 PM – 4:15 PM                      | <a href="#">Autism Research in Saudi Arabia and Turkey: Literature Review</a>   | TCC<br>Room: Poster 16, East Hall, 3rd Floor |
| 3:30 PM – 4:30 PM                      | <a href="#">Program Chair Featured: Voices From the Field: Educators With Disabilities</a>  | TCC<br>Room: 15                              |
| 3:30 PM – 4:30 PM                      | <a href="#">The Effectiveness of Metacognitive Strategy Instruction on the Academic Performance of ELLs With LD in Elementary Schools on the Border</a> | TCC<br>Room: 12                              |

| Friday, February 9, 2018 |   |  |
|--------------------------|---|--|
| 9:45 AM – 10:30 AM       | <a href="#">Language: The Common Denominator</a>  | TCC<br>Room: Poster 18, East Hall, 3rd Floor |
| 9:45 AM – 10:30 AM       | <a href="#">Migrantes Invisibles: How Part B &amp; C Policies Leave Migrant Head Start Children Unserved and Unseen</a>   | TCC<br>Room: Poster 17, East Hall, 3rd Floor |
| 9:45 AM – 10:45 AM       | <a href="#">DDEL SHOWCASE: Behavioral Interventions, Discipline, and Restorative Practices for the Culturally and Linguistically Diverse Exceptional Learner</a>            | TCC<br>Room: 12                              |
| 9:45 AM – 11:45 AM       | <a href="#">Program Chair Featured: Exceptional Lives, Exceptional Stories</a>  | TCC<br>Room: Ballroom D                      |
| 11:00 AM – 12:00 PM      | <a href="#">Instructional Superheroes: How Exemplary Inclusive Educators Use their Instructional Strengths to Support Achievement in Diverse Learners With Disabilities</a> | TCC<br>Room: 12                              |
| 1:30 PM – 2:15 PM        | <a href="#">Do You Know If My Perceptions Influence My Performance About Writing?</a>   | TCC<br>Room: Poster 17, East Hall, 3rd Floor |

## DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS

### Friday, February 9, 2018 (Continued)

|                   |  |  |
|-------------------|--|--|
| 1:30 PM – 2:15 PM | <a href="#">Implementation of Culturally Responsive Rtl to Address Disproportionality</a>  | TCC<br>Room: Poster 27, East Hall, 3rd Floor |
| 1:30 PM – 2:30 PM | <a href="#">Establishing Collaborative Partnerships with Diverse Families</a>  | TCC<br>Room: 12                              |
| 2:45 PM – 3:30 PM | <a href="#">From Instruction to the Social Organization of Learning: ELLs With Disabilities in Pre-K - 3rd Grade Classrooms</a>                                    | TCC<br>Room: Poster 16, East Hall, 3rd Floor |
| 2:45 PM – 3:30 PM | <a href="#">Labeling Bi/Multilingual Students With Disabilities: From Monolingual Bias to Multilingual Competency</a>  | TCC<br>Room: Poster 17, East Hall, 3rd Floor |
| 2:45 PM – 3:45 PM | Inclusive Practices for LGBTQ Students   | TCC<br>Room: 12                              |
| 2:45 PM – 3:45 PM | Program Chair Featured: Implementing Job-Embedded Professional Development to Meet the Instructional Needs of English Learners/ English Learners With Disabilities | TCC<br>Room: 25                              |
| 4:00 PM – 4:45 PM | <a href="#">Ensuring 100% of Content Is Accessible to 100% of Students</a>   | TCC<br>Room: Poster 16, East Hall, 3rd Floor |
| 4:00 PM – 4:45 PM | Implementing a Dual Language Immersion Preschool Program With a Drama PD in Special Education Classrooms   | TCC<br>Room: Poster 17, East Hall, 3rd Floor |
| 4:00 PM – 5:00 PM | <a href="#">Mathematics Instruction for Culturally and Linguistically Diverse Learners</a>   | TCC<br>Room: 12                              |

### Saturday, February 10, 2018

|                   |  |  |
|-------------------|--|--|
| 8:00 AM – 8:45 AM | <a href="#">Learning From Bilingualism: Strengths, Needs, and Pathways</a>                                   | TCC<br>Room: Poster 17, East Hall, 3rd Floor |
| 8:00 AM – 8:45 AM | <a href="#">Responding to the Need: Supporting Refugee Families Whose Children Require Intensive Support</a> | TCC<br>Room: Poster 16, East Hall, 3rd Floor |
| 8:00 AM – 9:00 AM | <a href="#">A Framework for Advancing Critical Reflection and Equitable Practices in Special Education</a>   | TCC<br>Room: 12                              |
| 8:00 AM – 9:00 AM | <a href="#">STRAND J, Session 1: Project LEE: PLUSS Model</a>  | TCC<br>Room: 24                              |



| <b>Saturday, February 10, 2018 (Continued)</b> |  |  |
|--|--|--|
| 9:00 AM – 12:00 PM                             | <a href="#"><u>WORKSHOP 21: Creating Culturally Responsive Education to Address Disproportionality: Seeking Equity</u></a>                         | TCC<br>Room: Ballroom A                      |
| 9:15 AM – 10:00 AM                             | <a href="#"><u>Perceptions of Preservice Teachers Regarding Serving in Racially Diverse, High Poverty Schools Through Field Experiences</u></a>    | TCC<br>Room: Poster 15, East Hall, 3rd Floor |
| 9:15 AM – 10:15 AM                             | <a href="#"><u>Paving the Way for Culturally Responsive Teaching: An Examination of Teacher Self-Efficacy</u></a>                                  | TCC<br>Room: 12                              |
| 10:30 AM – 11:15 AM                            | <a href="#"><u>Reducing Implicit Bias in Educational Settings: Strategies and Recommendations</u></a>  | TCC<br>Room: Poster 14, East Hall, 3rd Floor |
| 10:30 AM – 11:30 AM                            | <a href="#"><u>Teacher2Teacher: Creating Culturally Sustaining Dramatic Play Centers to Engage Early Childhood Learners and Their Families</u></a> | TCC<br>Room: 12                              |
| 1:00 PM – 1:45 PM                              | <a href="#"><u>Special Educators' Instruction for English Learners in Three Settings: Urban, Suburban, and Rural</u></a>                           | TCC<br>Room: Poster 16, East Hall, 3rd Floor |
| 1:00 PM – 2:00 PM                              | <a href="#"><u>Teacher2Teacher: Compassion Fatigue and Self-Care</u></a>   | TCC<br>Room: 16                              |
| 2:15 PM – 3:00 PM                              | <a href="#"><u>Utilizing Classroom Meetings to Create Culturally Responsive and Inclusive Communities</u></a>                                      | TCC<br>Poster 12, East Hall, 3rd Floor       |
| 2:15 PM – 3:00 PM                              | <a href="#"><u>We've Come So Far, Haven't We?</u></a>  | TCC<br>Poster 13, East Hall, 3rd Floor       |
| 2:15 PM – 3:00 PM                              | <a href="#"><u>The Efficacy of a Critical Literacy Reading Comprehension Model for Students With Disabilities</u></a>                              | TCC<br>Room: 12                              |

## RESEARCH SPOTLIGHT CONTINUED

**Predictors of the Age of Autism Spectrum Diagnosis: A North Carolina Cohort.**

Study finds variations in symptom interpretation for Autism Spectrum Disorder among racial/ethnic groups:

Perryman, T.Y., Watson, L.R., & Chumney, F. (2018). Predictors of the age of autism spectrum diagnosis: A North Carolina Cohort. *Autism and Developmental Language Impairments*, 3, 1-10. DOI: 10.1177/2396941517751892

A study investigating factors that contribute to the timing of diagnosis for African American (n = 50) and European American (n = 118) children with ASD in a North Carolina sample found differences in ratings of symptoms and the impact of other initial diagnoses. Exploratory analyses revealed that within the African American sample, the age of diagnosis was positively correlated with parental ratings of Social Motivation subscale from the Social Responsiveness Scale ( $r = .30$ ,  $p < 0.05$ ), which measures social anxiety, inhibition and engagement. Thus, a higher score or more severe symptoms on this scale was associated with a later age of diagnosis in the African-American sample. This correlation was non-significant and close to zero ( $r = -0.03$ ,  $p > 0.05$ ) for the European American sample. Additionally, all children who received another initial diagnostic label had a later age of diagnosis for ASD. However, this finding had a larger effect size in the African-American group. Essentially, for the African-American children who received other initial diagnoses, the original classifications stayed in place longer, when compared to the white children, and resulted in an even later age of identification of ASD. Although the sample size and collection methods do not permit in-depth analyses of differences in subcategories of initial diagnosis, anecdotally, there appear to be some categorical differences between the ethnic groups in initial diagnostic labels. For example, none of the African-American children in the sample received an initial diagnosis of Pervasive Developmental Disorder (PDD) diagnosis compared to nine of the European American children. Prior to the update to the Diagnostic and Statistical Manual of Mental Disorders classification for autism, many clinicians often used the PDD label to refer to children who had some, but not all, characteristics of autism or children who showed relatively mild symptoms. The differential findings for the two groups may reflect variable interpretations of ASD symptoms, or a greater impact of later diagnosis on symptom severity in certain populations. The findings reflect the need for continued exploration of symptom interpretation among various racial/ethnic groups.



## **The Necessity of Recruiting Culturally and Linguistically Diverse Speech-Language Pathology Students**

by J.J. R. Matthews

School age students who are diagnosed with a primary disability of speech or language impairment comprise about 20% of those served in special education (National Center For Education Statistics, 2016). This makes up the second highest number of students in special education, with only students diagnosed with specific learning disability being more prevalent. Speech-language pathologists (SLPs) also frequently serve those with a primary diagnosis of autism, hearing impairment, intellectual disability, specific learning disability, traumatic brain injury, and other health impaired. SLPs play a significant role in educating exceptional learners and those with special needs.

It is well known that culturally and linguistically diverse students, low income students, and males are overrepresented in special education. Yet, despite the overrepresentation of these students, there is a significant underrepresentation of culturally and linguistically diverse SLPs and male SLPs. Only 7.9% of certified SLPs are of a racial minority, and only 5% identify as Hispanic or Latino (ASHA, 2017). This compares to 27.6 and 16.3% of the U.S. Population respectively (US Census, 2010). Further, only 3.7% of SLPs are male with a steady decline in male SLPs since the 1970s. More than half (52.3%) of all SLPs are employed in public and private schools. Our increasingly diverse exceptional learners who require speech and language services are being served by providers who are overwhelmingly White and female.

Some solutions for this problem that have been put forward call for change with the current ways in which students are recruited. For many programs in communication sciences and disorders (CSD), there is not much need to recruit students since there are so few openings for highly coveted slots in a CSD graduate program. There are plenty of applicants for graduate school, and plenty of jobs for speech-language pathologists, but not enough faculty to train them or clinical sites to send them to. Graduate programs routinely only accept 25-30% of applicants. Because there are so many applicants, many programs rely heavily on grade point average and GRE scores in admitting students. CSD programs should consider adopting a holistic review admissions process that evaluates applicants' unique experiences along with traditional measures of achievement. Programs should also strive to actively recruit students from underrepresented backgrounds.

The need for a more diverse group of SLPs to serve culturally and linguistically diverse exceptional learners is imperative. SLPs work closely with and alongside special educators in schools every day. As a key member of special education departments, SLPs should more closely resemble the students that they serve. Speech-language pathologists, special educators, university faculty members, and other school personnel should collaborate to work toward multiple solutions to this problem.

### **References**

American Speech-Language Hearing Association (2017). Highlights and trends: Member and affiliate counts, year-end 2016. Retrieved from <http://www.asha.org/uploadedFiles/2016-Member-Counts.pdf>

### **The Intersection of White Supremacy and the Education Industrial Complex**

In this article, in answering the question do Black Lives Matter in the U.S. education industrial complex, the authors discuss anti-blackness and racial bias. They also acknowledge the racialization of disabilities and the historical intersections between racial oppression and the marginalization of people with disabilities. More specifically, they examine the discourse and reticence about markers of differences (e.g., race, gender, ability status, race, and class) and interrogate how social categorizations are manipulated and co-opted to repurpose differences in ways that serve the education industrial complex and the prison industrial complex. Finally, the authors discuss how the discourse about the value of the lives of Charles Kinsey, a service provider who is Black, and Arnaldo Rio Soto, an adult with disabilities who is Hispanic, underscores the role that the education industrial complex plays in perpetuating racism, ableism, and the disposability of Black, Brown, and disabled bodies.

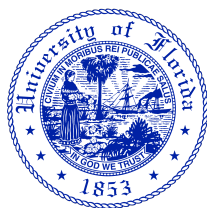
Aronson, B. A., & Boveda, M. (2017). The intersection of white supremacy and the education industrial complex: An analysis of #BlackLivesMatter and the criminalization of people with disabilities. *Journal of Educational Controversy*, 12(1), 6. Retrieved from <https://cedar.wvu.edu/jec/vol12/iss1/6/>

### **Unsettling the Resettled: An Intersectional Analysis of Autism in the Somali Diaspora**

This multiple case study uses intersectionality and neurodiversity as frameworks to understand the experiences of Somali American families and the educators working with their children. Three primary themes emerged—parenting: intersections among race, disability, and gender; cultural assumptions and family/educator communication; and diversity and agency among mothers. Practical implications for educating students with autism from non-dominant racial/ethnic, linguistic, religious, and cultural backgrounds are discussed.

Baker, D., & Kim, H. (2018). Unsettling the resettled: An intersectional analysis of autism in the Somali diaspora. *Review of Disability Studies: An International Journal*, 14(1). Retrieved from <http://www.rdsjournal.org/index.php/journal/article/view/739>

The Student Research Showcase provides students with the opportunity to share their research efforts on an international platform. Participants are provided with guidance and feedback from submission to presentation. This year, 25 students, representing 7 universities across five states shared their research via 9 presentations. All nine presentations were showcased during the 2-hour session on Saturday, February 10, 2018 in Marriott Waterside Grand Salon C. Congratulations to the presenters.



| Congratulations DDEL 2018<br>Student Research Showcase Participants  |  |
|--|--|
| <i>Novice African American Special Education Teachers: A Case Study</i><br><br><b>University of South Florida</b>  | Ashley White*<br>Gordon Brobbey  |
| <i>Engaging Hispanic Parents of Children with Autism through the Unique Learners Summer Camp</i><br><br><b>University of Texas, Rio Grande Valley</b>  | Susanna Perales*<br>Melanie Peralez<br>Clarissa Gomez  |
| <i>English Learners' Science Text Comprehension: Benefits of Cross Language Instruction</i><br><br><i>An exploration of pre-service special educator perceptions</i><br><b>University of Maryland, College Park</b>            | Brittany J. Patrick*<br>Peet Smith<br><br>Jarae Kelly*   |
| <i>EduGators' Survival Guide to Teaching Culturally and Linguistically Diverse Learners</i><br><br><b>University of Florida</b>  | England Dubinsky<br>Alyssa Lozano<br>Monica Lozano<br>Genesis Medina<br>Nathalie nascimento<br>Cy-Anne Small<br>Amber Benedict<br>Alexandria Harvey* |
| <i>Exploring Chronic Absenteeism: Improving Outcomes for Marginalized Youth</i><br><br><b>Bowie State University</b>   | Renee L. Garraway*<br>Keena Howell<br>Tia Ross Scott<br>Rachel Thompson  |
| <i>Implications for Meeting Cultural and Language Diversity Inside the Classroom</i><br><br><b>University of Oklahoma</b>  | Ashley G. Proctor*<br>Hajar Almulaq<br>Rebecca M. Eden   |
| <i>Interacting with Families to Serve Culturally Linguistically Diverse Students with Disabilities</i><br><br><i>Social Skills Modeling for Adolescents ASD Eligible in Common Areas</i><br><br><b>University of Las Vegas</b> | Eunhye Choi*<br><br><br>William Wood*  |

**CAN CORNER: LEGISLATIVE UPDATE -**



**Camille Byrd O'Quin**

I would like to introduce myself to all DDEL members as your new CAN coordinator!

I work to collaborate with our nation's lawmakers to make our voices heard. This summer I had the opportunity to attend the CEC Legislative Conference in Washington, DC and meet with congressional staff members. The conference empowered me in my commitment to advocating for the mission of DDEL and the culturally and linguistically diverse students we serve.

You can help, too, by sending letters to your Senators through the CEC Legislative Action Center at <http://cqrcengage.com/cek/action>. There, you will find that CEC has already prepared a letter for you to edit and send to your elected officials directly from the website. All you need to add is your personal touch about how the issue will affect children and youth you serve with exceptionalities, their families, and the professionals who work on their behalf. Current actions include:

- [Tell Congress to Invest in Education Programs for Children with Exceptionalities!](#)  
Budgets are tight and Congress is under extreme pressure to keep funding to a minimum. Tell Congress that education cannot absorb any more funding cuts!
- [Support Public Education! Oppose Private School Vouchers!](#)  
Private voucher programs both contradict and undermine central purposes of civil rights laws designed to protect children and youth with disabilities. Tell Congress to support public education and oppose private school vouchers.
- [Tell Congress to Eliminate the Sequester-Level Caps and Invest in Education!](#)  
Congress needs to eliminate the sequestration caps in order to make critical investments in NDD programs, including education!

To stay connected to the DDEL mission, follow us on Twitter @DDEL\_CEC and use the hashtags #PublicSchoolsFirst #SpecialEducation #SpecialEd #Advocate4SPED to link with other advocates striving for the same cause. You can also send me a friend request on Facebook and I will add you to our private DDEL Members page where we discuss current issues, hot topics, and legislation related to DDEL. Or feel free to email me at [camille.oquin@gmail.com](mailto:camille.oquin@gmail.com) for more information on how you can help.

Thank you all for your commitment to individuals with exceptionalities and I look forward to continuing to work together to make our voice heard!

My very best,

Camille Byrd O'Quin, MA, CCC-SLP  
CAN Coordinator, CEC Division for Culturally and Linguistically Diverse  
Speech-Language Pathologist Coordinator, Harvey Public School District 152  
Research Assistant, Special Education Department at Illinois State University  
District Director, Illinois PTA District 19

# 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*

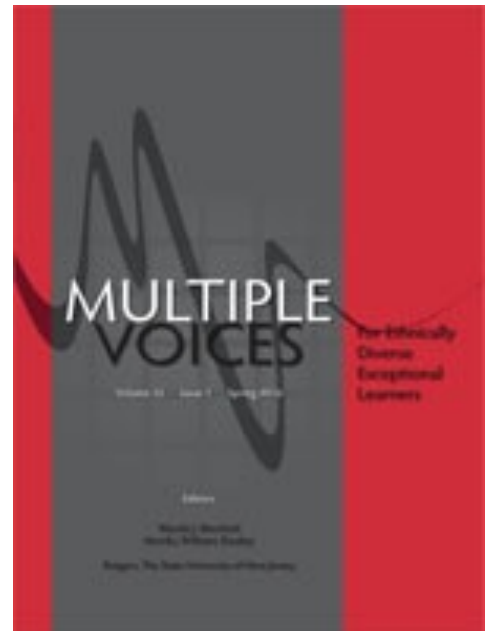
Authors should submit manuscripts that conform to APA style (6th edition) and not exceed 30 pages (including references).  
MV is published twice a year in the fall and spring.

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

<http://multiplevoicesjournal.org>

and

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



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