

President’s Message

This fall, your DDEL Executive Board is preparing for a successful CEC 2019 Convention and Expo in Indianapolis, IN. We have over 40 sessions scheduled for the diversity strand and dozens of presenters who are ready to share a range of meaningful research, practice, policy, and theoretical understandings about culturally and linguistically diverse learners with exceptionalities.

In addition to these sessions, DDEL currently has a call out for the annual Student Research Forum. We are encouraging undergraduate and graduate students from around the country—and especially those who are in the Midwest—to participate in this highly anticipated event. DDEL’s Student Research Forum Committee, chaired by Ashley White, is prepared to give guidance and answer any questions that interested participants may have. For many, this is a first opportunity to submit a proposal to a conference. Each year, we feature the presenters in our Spring issue of *VOICES*. We look forward to seeing you and your students at the annual convention, January 29- February 2, 2019.

DDEL is now accepting nominations for the 2019 Executive Board. We are seeking strong candidates for the President Elect, Vice President, and Secretary positions. Please e-mail [Dr. Quintella Bounds](mailto:Dr.Quintella.Bounds@asu.edu) your intent to nominate a member by October 1st. Completed nomination applications are due by October 19, 2018. Details about the responsibilities of these roles can be



found in [DDEL’s Constitution and Bylaws](#).

I encourage DDEL members to check out our YouTube, Twitter, and Facebook accounts in addition to our web site (see page ___ for the links) to keep current with the most recent topics, conversations, and actions our division is engaged with. I want to thank you for your commitment to DDEL’s mission. In this newsletter, you will find several opportunities to engage in service and advocacy. Our newsletter editors are ready to receive information and submissions that you think will be of benefit to our members. Finally, DDEL’s Executive Board are chairing [numerous committees](#) that always have room for more. If you have questions about how to become more engaged with your division, I encourage you to send me a note at mboveda@asu.edu.

In Service,

Dr. Mildred Boveda
President, DDEL
President, DDEL
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:

mcouncil@westga.edu

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DDEL's Mission:

To improve, through professional excellence and advocacy, the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

DDEL's Vision:

DDEL is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse individuals with exceptionalities. DDEL's commitment to forging partnerships results in solutions to persistent and emerging barriers to social justice. DDEL is recognized globally for its expertise and advocacy.

Core Values

Diversity, social justice and equity

Inclusiveness

Advocacy

Inquiry leading to the development of practices that attend to unique learner characteristics

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://www.youtube.com/watch?v=SI AoeeVjRMg>

If you have any suggestions, please

contact our webmaster:

Ramon Goings

ramongoings@gmail.com



Executive Board

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Treasurer Diana Baker	



Register Early and Save!

Registration for the CEC 2019 Convention & Expo is now open—register before Oct. 10, 2018 to take advantage of the Early Bird rate!

CEC 2019 Convention & Expo
Jan. 29, 2019–Feb. 2, 2019
Indiana Convention Center
100 South Capitol Avenue
Indianapolis, IN 46225

For registration costs please visit
<https://ceconvention.org/registration-options-2019/>

PLAN NOW TO ATTEND

- Earn up to 23 professional development hours (PDHs).
- Attend sessions focused on the critical knowledge and skills that you need to help your students succeed inside and outside of the classroom.
- Connect with other special educators with whom you can exchange ideas, skills, resources, and practices.
- Have access to the most cutting-edge technology and the newest resources for your classroom in the Expo Hall.



TRAVEL AND ACCOMODATIONS

Visit ceconvention.org for the best deals on travel and hotel accommodations. With 5,000 special educators headed for downtown Indianapolis, attendees are encouraged to book early! All hotels offer the same rate whether single, double, triple, or quadruple occupancy including concierge level room where available:

"J.W. Marriott (CEC Headquarters Hotel), \$209
Indianapolis Marriott Downtown, \$195 Embassy

Suites Hotel Downtown, \$189"

"Courtyard by Marriott, \$179

Springhill Suites, \$179

Westin Indianapolis, \$189"

"Fairfield Inn & Suites Downtown, \$169"

WHAT TO EXPECT IN 2019

- 3 General Sessions that will inspire your practice
- 20 stands & more than 400 sessions and posters
- Teacher2Teacher sessions
- Student forum for teachers in training
- Learning labs hear about the latest new products from the professionals on the expo floor
- 20 +Pre and Post Convention workshops (separate fees apply)



Tuesday, January 29	
2:00 - 7:00 PM	Registration
Wednesday, January 30	
7:00 AM - 8:00 PM	Registration
9:00 AM - 4:00 PM	Convention Workshops
CONCURRENT SESSIONS:	
1:00 - 2:00 PM	
2:15 - 3:15 PM	
3:30 - 4:30 PM	
5:00 - 6:30 PM	Opening General Session
6:30 - 8:30 PM	Welcome Reception in the Expo Hall
Thursday, January 31	
7:00 AM - 5:30 PM	Registration
8:00 - 9:00 AM	Second General Session
CONCURRENT SESSIONS & POSTER SESSIONS:	
9:45 - 10:45 AM	
11:00 AM - 12:00 PM	
1:00 - 2:00 PM	
2:15 - 3:15 PM	
3:30 - 4:30 PM	
8:30 AM - 5:00 PM	Expo Hall Open
Friday, February 1	
7:00 AM - 5:30 PM	Registration
8:00 - 9:00 AM	Third General Session
CONCURRENT SESSIONS & POSTER SESSIONS:	
9:45 - 10:45 AM	
11:00 AM - 12:00 PM	
1:30 - 2:30 PM	
2:45 - 3:45 PM	
4:00 - 5:00 PM	
8:30 AM - 2:00 PM	Expo Hall Open
Saturday, February 2	
7:00 AM - 4:00 PM	Registration
9:00 AM - 12:00 PM	Convention Workshops (Half Day)
CONCURRENT SESSIONS & POSTER SESSIONS:	
8:00 - 9:00 AM	
9:15 - 10:15 AM	
10:30 - 11:30 AM	
1:00 - 2:00 PM	
2:15 - 3:15 PM	

DIVISION FOR CULTURALLY
AND
LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS



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

CALL FOR PROPOSALS
DDEL Student Research Forum Poster Session
CEC 2019 Convention and Expo
Proposal Deadline

11-15-2018

Submit your proposal electronically at CECDDEL@gmail.com

Student Members: Are you interested in presenting at a national conference? Do you desire to become a more skilled 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 **November 15, 2018**. You will receive an email confirming your submission, and addressing your peer assistance requests. Each proposer will be notified of the status of his or her proposal by **December 17, 2018**. If you are interested in assistance with your proposal writing process, please do not hesitate to contact us at CECDDEL@gmail.com. To ensure that you meet the deadline, please request assistance in advance.

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 in length
- **Include an abstract introducing your research focus:** no more than 50 words in length
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 important implications of your topic for special education research and/or practice.
- **Include a summary of intended learner outcomes:** Please provide 3-5 list of learner outcomes (in bullet form) based on your intended aim and objectives for your presentation.
- **Include a brief description of the peer assistance you would like or feel you might need. Please be specific, as we want to ensure this is a learning opportunity for you as an emerging scholar!**



**Division for
Culturally and
Linguistically Diverse
Exceptional Learners**

The voice and vision of special education

NOMINATION FORM: President Elect

Please e-mail your intent to submit a nomination to our Immediate Past President, Dr. Quintella Bounds by **Monday, October 1, 2018**. The deadline for submission of the electronic copy of the Nomination Form is **Friday October 19, 2018, 11:59 PM**.

Please submit nominations to:

DDEL Nomination & Elections Committee
c/o Quintella Bounds, Ph.D.
Email: quintellabounds@yahoo.com
Cell: 708-846-4198

Please type or print in black ink. This form may be replicated by word processing to allow for better spacing. However, all information requested on this this form must be contained within a total length not to exceed six pages. You may nominate yourself.

Name of Nominee: (Dr., Mr., or Ms.) _____

Address: _____

Telephone: Work: _____ Home: _____

Fax: _____ Other: _____

Email: _____

Chapter, State/Provincial Unit, and/or Division Affiliation: _____

CEC Membership ID Number: _____

Length of Membership in CEC: _____ years. DDEL membership: _____ years.

On a separate document, please respond to the following questions:

1. What CEC/DDEL and related experience does this nominee bring which will assist them in serving as President Elect?
2. Describe the nominee’s leadership experience in CEC/DDEL. What insights and professional knowledge do they possess that will assist them in serving as DDEL’s President Elect?
3. What additional experience and/or contributions would the nominee bring to the Executive Board of DDEL as President Elect?
4. Please include the nominee’s current vita or resume (2-3 pages).



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NOMINATION FORM: Vice President

Please e-mail your intent to submit a nomination to our Immediate Past President, Dr. Quintella Bounds by **Monday, October 1, 2018**. The deadline for submission of the electronic copy of the Nomination Form is **Friday October 19, 2018, 11:59 PM**. Please submit nominations to:

DDEL Nomination & Elections Committee
c/o Quintella Bounds, Ph.D.
Email: quintellabounds@yahoo.com
Cell: 708-846-4198

Please type or print in black ink. This form may be replicated by word processing to allow for better spacing. However, all information requested on this this form must be contained within a total length not to exceed six pages. You may nominate yourself.

Name of Nominee: (Dr., Mr., or Ms.) _____

Address: _____

Telephone: Work: _____ Home: _____

Fax: _____ Other: _____

Email: _____

Chapter, State/Provincial Unit, and/or Division Affiliation: _____

CEC Membership ID Number: _____

Length of Membership in CEC: _____ years. DDEL membership: _____ years.

On a separate document, please respond to the following questions:

1. What CEC/DDEL and related experience does this nominee bring that will assist them in serving as Vice President?
2. Describe the nominee’s leadership experience in CEC/DDEL and how it will assist them in serving as DDEL’s Vice President.
3. What additional experiences and/or contributions would the nominee bring to the Executive Board of DDEL as Vice President?
4. Please include the nominee’s current vita or resume (2-3 pages).



**Division for
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Linguistically Diverse
Exceptional Learners**

The voice and vision of special education

NOMINATION FORM: Secretary

Please e-mail your intent to submit a nomination to our Immediate Past President, Dr. Quintella Bounds by **Monday, October 1, 2018**. The deadline for submission of the electronic copy of the Nomination Form is **Friday October 19, 2018, 11:59 PM**.

Please submit nominations to:

DDEL Nomination & Elections Committee
c/o Quintella Bounds, Ph.D.
Email: quintellabounds@yahoo.com
Cell: 708-846-4198

Please type or print in black ink. This form may be replicated by word processing to allow for better spacing. However, all information requested on this form must be contained within a total length not to exceed six pages. You may nominate yourself.

Name of Nominee: (Dr., Mr., or Ms.) _____

Address: _____

Telephone: Work: _____ Home: _____

Fax: _____ Other: _____

Email: _____

Chapter, State/Provincial Unit, and/or Division Affiliation: _____

CEC Membership ID Number: _____

Length of Membership in CEC: _____ years. DDEL membership: _____ years.

On a separate document, please respond to the following questions:

1. What CEC/DDEL and related experience does this nominee bring that will assist them in serving as Secretary?
2. Describe the nominee’s organizational and communication abilities that will serve their role as DDEL Secretary?
3. What additional experience and/or contributions would the nominee bring to the Executive Board of DDEL?
4. Please include the nominee’s current vita or resume (2-3 pages).

CAN CORNER: LEGISLATIVE UPDATE -

Camille Byrd O'Quin
CAN Coordinator for
DDEL



Greetings!

As the CAN Coordinator for DDEL, I collaborate with our nation's lawmakers to make our voices heard. I am steadfast 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://cgrcengage.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. 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.
- **Support the IDEA Full Funding Act.** It is critical that Congress fully fund IDEA and meet its obligation to assist states to uphold the civil rights of students with disabilities. Support fully funding IDEA without negatively impacting funding for other education programs, and urge Congress to ensure a significant increase for IDEA in the final FY19 appropriations statute!
- **Oppose the PROSPER Act.** The Promoting Real Opportunity, Success and Prosperity Through Education Reform (PROSPER) Act will undermine the preparation of highly effective special educators and access to higher education opportunities for youth with disabilities. Tell Congress to oppose the PROSPER Act!

Other emerging policy news to contact your Congresspersons about includes:

- **The U.S. Department of Education postponed the "Equity in IDEA" compliance date by two years to July 2020.** The regulations will address a number of issues related to significant disproportionality in the identification, placement, and discipline of students with disabilities based on race or ethnicity.
- **The U.S. Department of Education proposed a plan to integrate the Office of English Language Acquisition into the Office of Elementary and Secondary Education.** Under the proposal, the office of English Language Acquisition would be folded into the broader office for elementary and secondary education.
- **The Education Department Civil Rights Transparency Act has been introduced.** This would require the Department of Education to disclose annual reports on federal civil rights violations of educational institutions.

To stay connected to hot topics that affect the DDEL mission, follow us on Twitter [@DDEL_CEC](#) and use the hashtags [#SpecialEducation](#) [#SpecialEd](#) to link with other advocates striving for the same cause. Or, feel free to email me at camille.oquin@gmail.com for more information on how you can help.

Thank you for your commitment to individuals with exceptionalities and I look forward to continuing to work with you throughout the school year!

My very best,

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

Practices and Challenges in Serving Exceptional English Learners from Low-Incidence Language Groups

Sara Jozwik
University of Wisconsin-Milwaukee

In the 2015–2016 school year, over 4.8 million English Learners enrolled in U. S. public schools, an increase from 4.3 million in 2002–2003 (National Clearinghouse on English Language Acquisition [NCELA], 2018). Linguistic diversity is represented in special education: 10% of students with disabilities are dually eligible for language assistance (NCELA, 2017). Research demonstrates patterns in which an English Learner’s eligibility for special education services minimizes access to language development support from qualified bilingual or English as a Second Language (ESL) teachers (Kangas, 2014). Moreover, patterns of inappropriate referral/assessment procedures (Ferlis & Xu, 2016; Figueroa & Newsome, 2006) converge with low levels of teacher preparedness and inadequate opportunities for effective interdisciplinary collaboration (Robertson, García, & Rodríguez, 2016) to perpetuate inequities (i.e., low academic achievement, heightened risk for school failure, and prolonged English-learner status) for culturally and linguistically diverse exceptional learners.

Competencies for Meeting Needs of Exceptional English Learners

Promoting equitable outcomes and advocating for justice involves a journey of many steps. One step requires actively monitoring one’s own biases. Another step entails holding an asset-based view of bi/multilingualism. Additional steps necessitate knowledge sharing to cultivate competencies such as recognizing patterns of typical and atypical first and second language development, understanding heterogeneity and intersectionality of student characteristics, and developing proficiency with culturally responsive pedagogy, among others (see Ortiz & Robertson, 2018). Enacting these competencies contributes to a context in which Individualized Education Program (IEP) team members can focus on developing the potential of the whole child, not just teaching a new language or accommodating disability-related needs (Baca & Cervantes, 2004).

The complex issues and concerns surrounding the education of exceptional English Learners implies a need for shared responsibility among bilingual/ESL teachers, special educators, administrators, and related service providers. Such collaboration leverages capacity for developing an IEP that serves the intersectional needs of English learners with disabilities (Ortiz & Artiles, 2010). However, little attention has been given to the unique experiences of IEP teams working to support exceptional English learners whose home language(s) are considered low-incidence. Regional variations effect the frequency with which languages occur. For example, in parts of Minnesota, Hmong is a prevalent language, whereas, in Illinois, Hmong is a low-incidence language. The purpose of this report is to share the perspectives of professionals who support exceptional English learners from “low-incidence” language groups (i.e., defined for the study as a language is used by fewer than 20 students within a school district).

Gaining Perspectives from In-Service Professionals

An initial sample pool of 1500 stakeholders was generated by locating publicly available email addresses on school district websites. Upon review and approval from the author’s Institutional Review Board, the survey was disseminated via email to the sample pool. In addition to a brief

independently by three selected experts in special education or bilingual education. In total, 272 responses (18%) were received from respondents in Georgia, Illinois, Indiana, Minnesota, and Wisconsin. Among the completed surveys, 269 indicated an active role in meeting needs of exceptional English Learners. Data were disaggregated and analyzed for 33 respondents who served an exceptional English learner from a “low-incidence” language group (i.e., Amharic, Greek, Gujarati, Khmer, Korean, Punjabi, Tagalog, Telegu, Turkish, Urdu, Russian, or Somali). Table 1 includes demographic characteristics of respondents.

Which competencies are essential for effective practice?

Among competencies derived from literature, 33 respondents rated the level of importance for each, with respect to meeting needs of exceptional English Learners. More than 60% of respondents perceived that using effective teaching strategies and using effective collaboration strategies mattered most. The next highest ratings related to understanding policy/procedures and understanding assessment principles (e.g., bias, interaction between disability/second language acquisition, and use of accommodations). Fluency in the students’ home language was perceived to be of moderate importance.

Which instructional practices are used most frequently?

For the 33 respondents serving exceptional English Learners from low-incidence language groups, 100% indicated that instruction was provided in English only. Instructional practices (listed in order of most to least frequent) included: using visuals and/or real life objects; direct teaching of key vocabulary; building schema and activating background knowledge; looping or revisiting previously introduced concepts; incorporating demonstrations and role play; and using cooperative learning strategies, such as think-pair-share or inside-outside-circle.

What are the greatest challenges?

Respondents (n = 14) named barriers related to assessment as the biggest challenge. These included overreliance on standardized testing and difficulties with administering assessments/interpreting results to determine whether learning struggles were present across languages. Next, eight respondents indicated that lack of personnel with adequate training. In addition, six respondents described failure to establish collaborative relationships with families. Five respondents named challenges in the form of deficit-based thinking (e.g., “[He/She/They] are not able to read or write in either language”) and use of reductionist approaches that limited exposure to rich language. Finally, two respondents named concerns with coordination of services and shared ways in which language assistance was limited to high-incidence languages. When asked to name resources, supports, or strategies that allayed some of their greatest challenges, 20 respondents described support from colleagues, advocacy groups, or professional organizations as the greatest asset.

What can we do now?

- Disseminate practitioner-oriented articles and webinars focused on assessment, modeling ways to wrap around standardized assessment data with language samples, performance observations, and curriculum based assessments as well as offering guidance on interpreting the data from a variety of case-student profiles.
- Infuse opportunities to build cross-cultural competencies and to into personnel preparation programs.

References

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- Ferlis, E., & Xu, Y. (2016). Prereferral process with Latino English language learners with specific learning disabilities: Perceptions of English-as-a-second-language teachers. *International Journal of Multicultural Education*, 18(3), 22–39.
- Figuroa, R. A., & Newsome, P. (2006). The diagnosis of LD in English Learners: Is it nondiscriminatory? *Journal of Learning Disabilities*, 39(3), 206–214.
- Kangas, S. N. (2014). When special education trumps ESL: An investigation of service delivery for ELLs with disabilities. *Critical Inquiry in Language Studies*, 11(4), 273-306.
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- Ortiz, A., & Robertson, P. (2018). Preparing teachers to serve English Learners with language- and/or literacy-related difficulties and disabilities. *Teacher Education & Special Education*, 41(3), 176–187. DOI: 10.1177/0888406418757.
- Robertson, P. M., García, S. B., & Rodríguez, H. M. (2016). Walking the talk: Collaborative preparation of bilingual and special educators to serve English learners who need academic or behavioral supports. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 16(2), 3–21.

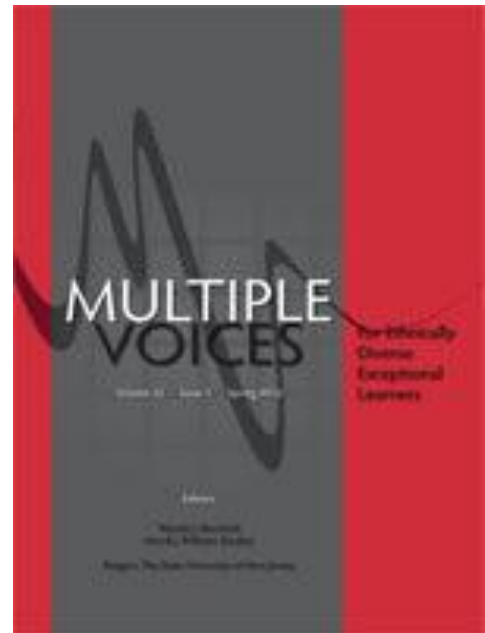
MULTIPLE VOICES

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).



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

