



DDEL VOICES



Volume 9, Issue 2

President’s Message

Dear DDEL Members:

I would like to thank all of you who participated in the CEC 2019 convention in Indianapolis. It was great meeting and/or reuniting with you at the conference. For those of you who weren’t able to join us this year, you not only missed out on great fun, but an amazing demonstration of collaboration, commitment, and caring, among current and emerging division leaders throughout the conference, so we hope you will join us in 2020 at the conference in Portland. I want to begin by introducing and thanking my executive board leadership team, Dr. Endia Lindo, President-elect and Camille O’Quin, Vice-president. I want to send a similar shout out to Shelli Frazier Trotman-Scott and Mildred Bovida, our former Presidents. I could not have managed my many responsibilities at the conference without your love and support. In addition, to our newly elected/appointed or returning Executive Board members: Robai Werunga, secretary; Belkis Chouseul-Praslin, Can-Coordinator; Porsha Robinson-Ervin, Research and Professional Issues; Kim Reddig and Megan Troxel Deeg, Student Representative co-chairs; Alexis Morgan and Tammy Ellis-Robinson, Membership Co-chair; Jennifer Cullen, Webmaster; Morris Council, Newsletter Editor; Kimberly Davis, Publication Chair; Quintella Bounds, Finance Chair; Kathleen King Thorius, Seena Skelton, and Cristina Santamaria Graffe, Multiple Voices Editors, thank you for your willingness to serve. You could have selected to volunteer your expertise to many other divisions or organizations, but you chose DDEL, and for that we are grateful. Thank you, William C. Hunter, Wanda Blanchett, Monika Shealey Williams, Charmion Rush, and Ashley White, for your past contributions and leadership as DDEL executive board members. Also, Thank you to all of the students who participated in the Student Showcase at the CEC conference. We hope you will remain active in DDEL, your leadership is greatly needed.

I am extremely happy and proud to announce that our **Multiple Voices Journal is back!!** Look out for the final 2018 volume of Multiple voices. Since the convention, our talented IUPUI editorial team has been hard at work getting MV up and running on their new systems. I want to again thank our publication committee, for their time and efforts during the recruitment and transition process. We will also have a late spring issue of the Multiple Voices journal. This will be a professional issue to outline a focus for the journal. We want to thank the other applicants who applied for the MV editorial position. We hope you will continue to consider contributing your expertise to DDEL and issues related to issues impacting the education of students to facilitate the achievement of the goals within the organization. We are confident that the dynamic editorial team of highly professional, intelligent, committed, amazing women from IUPUI reflect DDEL’s core values, mission and vision for MV’s future as the leading journal on serving culturally and linguistically diverse children and youth with exceptionalities. Heads up!! The council for Exceptional Children’s Leadership Development Committee (LDC) is looking for a few good candidates to fill member-at-large positions on the board of directors. It is critical that members of DDEL step up and into CEC’s leadership positions to ensure our voices are part of the decision making process to help drive the strategic goals of the organization at the international level. In an effort to have the board reflect the diversity of the constituencies we serve, the LDC is especially interested in receiving applications from members of DDEL. Check out what you need to do to [Learn more about the application process.](#)

Finally, please feel free to reach out to me if interested in providing service, in any capacity, within DDEL. We would love for you to join us in our mission to “spread our wings.”

In Service,
Dr. Evette Simmons-Reed, DDEL President

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=SIAoeVjRMg>

If you have any suggestions, please contact our webmaster:

Jennifer Cullen

jmcullen@bsu.edu



The logo for the CEEC 2020 convention. The letters 'C', 'E', and 'C' are in blue, green, and purple respectively. The year '2020' is written vertically in white on a maroon rectangular background to the right of the letters.

special education
convention & expo

portland, oregon • feb. 5-8

ALL EDUCATORS. EVERY CHILD. NO LIMITS.

A circular maroon badge with a white border containing the text 'SAVE THE DATES' in white, bold, sans-serif font.

**SAVE
THE
DATES**

**CALL FOR
PROPOSALS**

March 1 thru 31, 2019

Keep up to date with CEC Convention news at
<http://www.ceconvention.org/future-cec-dates>





Student Spotlight



Ashley L. White is a doctoral candidate at the University of South Florida (USF), where she received a 2015 doctoral fellowship in Special Education Policy Studies, a grant specifically designed to prepare doctoral scholars as leaders in the field of special education policy. Through her studies at USF, White has become impassioned about educational disability policy and the way that it impacts the learning experiences and outcomes of students both with and without disabilities.

White has extended her research interests to include the practical side of policy development. Upon completion of the Higher Education Consortium for Special Education's (HECSE) Short Course with Dr. Jane West, White served as HECSE's doctoral intern for two years. HECSE is an organization that advocates for the "appropriate educational opportunities and effective school outcomes for millions of American children and youth with disabilities." This experience helped to sharpen and accelerate her understanding of the policy arena. In addition to her activities with HECSE, White has completed two internships related to federal policy. During her internship with the U.S. Department of Education's (ED) Office of Special Education Programs (OSEP), she engaged in policy matters including but not limited to regulatory reforms, ED/OSEP grant priorities, and engagement with advocacy organizations. During her internship with her district's representative, U.S. Congresswoman Kathy Castor, she engaged in the everyday necessary tasks related to the success of a congressional office. White also engages in local policy matters, including but not limited to serving on the Policy/Fellowship Committee of the University of South Florida's Graduate Council and as policy correspondent for the College of Education's Graduate Student Council.

White plans to learn more about disability and general educational policy, as she strongly believes in the benefit of policies that restore and support equitable educational experiences for students with and without disabilities. Furthermore, White believes that creating and implementing policy that specifically and intentionally addresses the historic inequity and oppression in the field of education is of the utmost importance. For White, the intersectionality of ethno-racial issues and disability is an extremely important factor when considering the historical and current impact of special education policies. She looks forward to continuing her journey, as she embarks upon a year-long fellowship concentrating in current disability policies and issues related to both students and adults.

CEC 2019 DDEL Student Research Showcase

Saturday 2,2,2019

Name: Evandra Catherine,
School Affiliation: Virginia Commonwealth University
Title: Emotion Socialization of Preschool-aged Black Boys



Name: Belkis Choiseul-Praslin
School Affiliation: University of Oklahoma
Title: Building Rome: Effects of a worksite program for students with significant disabilities



Name: Kristina Rios (Corresponding Presenter)
School Affiliation: University of Illinois at Urbana-Champaign
Title: School Experiences and Well-being of Latina Mothers of Children with Intellectual and/or Developmental Disabilities (IDD)

Author: Alexandria Harvey
School Affiliation: University of Florida
Title: The Missing Piece: Lack of Culturally Responsiveness in Classroom and Behavior Management Courses



Name: D'Annette Mullen
School Affiliation: University of Florida
Title: Discipline Disproportionality: Beyond the Classroom



Name: Timara Davis
School Affiliation: University of Central Florida
Title: Professional Development for Teachers of Culturally and Linguistically Diverse Learners

Voices From the Field

Lisa Moore is the principal of a Title I elementary school in a suburban city right outside of Metro Atlanta. She currently holds an SRL Tier II certification in Educational Leadership and has a strong knowledge of education with a total of five years as a classroom teacher and seventeen years as an administrator at both the elementary and middle school levels. Lisa developed a strong sense of devotion for working with culturally, linguistically, diverse students due to her own personal experience in a low income, highly diverse school setting and from having the pleasure of working in a Title I setting for most of her educational career. This experience has given her a deep appreciation for the need to ensure that teachers are implementing culturally responsive teaching in their classrooms.

Recently, Lisa successfully defended her dissertation entitled *An Examination of the Relationship between Pre-Service Teacher Preparation and Self-Efficacy in Implementing Culturally Responsive Teaching* and will receive her Doctoral Degree in May from the University of West Georgia. While ensuring that teachers are implementing Culturally Responsive Teaching in her school, her ultimate desire is to work with pre-service teachers in ensuring that they are prepared to implement culturally responsive teaching tasks upon graduating from their pre-service teacher programs. When Lisa is not working on her career aspirations, she enjoys spending family time with her husband and daughter. She also enjoys traveling.





Meet the Editors

As new editors of *Multiple Voices for Ethnically Diverse Exceptional Learners* Drs. Kathleen King Thorius, Cristina Santamaría Graff, and Seena Skelton bring a wide breadth of lived experience and personal commitment to continued excavations and examinations of critical issues affecting special education at the intersections of disability, race, ethnicity, language, national origin, and class. As an associate professor of special education and founder and executive director of the [Great Lakes Equity Center](#), **Kathleen** makes explicit her positionality as a White, non-disabled scholar, focusing on theoretical and practical tools for facilitating white, non-disabled educators' critical examination of their own beliefs and practices, particularly in relation to how they construct their roles, their students, and the function of special education for their students at the intersection of race and disability. Published extensively in practitioner and research outlets, including *Harvard Educational Review*, the *International Journal of Inclusive Education*, *Remedial and Special Education*, and *Race, Gender, & Class*, Kathleen was a school psychologist before earning her Ph.D. from Arizona State University as an USDOE-funded doctoral fellow in an interdisciplinary program to prepare culturally responsive special education professors. During this time, she was the professional learning coordinator for the *National Center for Culturally Responsive Education Systems* and the *National Center for Urban School Improvement*—and co-directed the *Equity Alliance at ASU*. Kathleen presents nationally and internationally on race, language, and dis/ability equity, and multi-tiered systems of support including culturally responsive school-wide discipline approaches. Her expertise undergirds past and current work with myriad urban, rural, and suburban school districts and state departments of education. She has been awarded over 14 million dollars from the U.S. Department of Education toward her educational equity research and practice and is co-editor of *Ability, Equity, and Culture: Sustaining Urban Inclusive Education Reform* published by Teachers College Press.



Dr. Kathleen King Thorius

Cristina has built upon a wealth of varied experience in schools as both a Spanish/English general educator and bilingual special educator, as well as an English as a New Language teacher for adult learners, through her scholarly praxis that centers families in research and practice. Her experience as an educator working primarily with Latino/a/x students in K-1 settings provided her with extensive understandings of the ways language difference (i.e., acquisition of English as New Language) was conflated with learning challenges associated with categorical labels (e.g., learning disabilities).



Dr. Cristina Santamaría Graff

As a self-identified, biracial Mexicana Cristina’s positionality as a white and Mexican non-disabled female scholar with citizenship is greatly important in her work, particularly with Latinx immigrant families of children with dis/abilities with whom she collaborates. Cristina strongly believes in being transparent about her outsider, peripheral, or insider status within different communities as a way to address privilege and power. Her efforts are currently focused on “Family as Faculty” approaches in special education programs that position community stakeholders’ knowledge and knowledge-making as central to the process of transforming systems. Currently, Cristina is an Associate Editor for the *International Journal of Qualitative Studies in Education (QSE)*. Over the past three years she has written reviews for over forty manuscripts and has contributed to the organizational, structural, and procedural functioning of the journal. She is also a recipient of several community engaged awards affiliated with her implementation of Family as Faculty approaches in her teaching and research. Further, she has been published in peer-refereed journals including *Multiple Voices*, *Intervention in School and Clinic*, and *Journal of Hispanic Higher Education*.

Seena brings twenty-two years of extensive training in principles of learning, teaching, and assessment, and broad professional experience working in the areas of school improvement and educational equity. As a Black woman with a dis/ability, and with professional experiences as an educational consultant for a special educational regional resource center, project lead for state-wide special and general education reform initiatives, and former school psychologist, she brings into her scholarship and praxis the intersectional experiences of her own K-12 educational history, and her history as a practitioner, which enable a particular perspective and a personal awareness of the intended and unintended consequences of being a student of color with a dis/ability. In her capacity as Director of Operations at the [Midwest and Plains \(MAP\) Equity Assistance Center](#), one of four federally-funded equity assistance centers in the U.S., she has worked extensively with educators engaged in professional learning around such issues as disproportionality, cultural responsiveness, response to intervention, early intervening, and positive behavior support. Seena leads the publication process for the MAP Center’s robust repertoire of practitioner-focused educational equity resources. She has given numerous invited keynotes, served as adjunct special education faculty, and authored several book chapters, including co-authoring a chapter on Practices in Professional Development: Moving School Systems to an Integrated, Three-Tier Model of Academic and Behavior Supports in *Best Practices in School Psychology IV* published by National Association of School Psychologist; her most recent publication is a single-authored article in the *International Journal of Qualitative Studies in Education* entitled *Situating my Positionality as a Black woman with a Dis/ability in the Provision of Equity-Focused Technical Assistance: A Personal Reflection*.

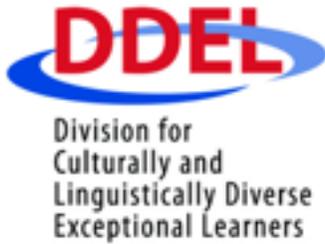


Dr. Senna Skelton

Tammera S. Moore is a Graduate Research Assistant for the Great Lakes Equity Center and will serve as Managing Editor for Multiple Voices. Tammera is completing a Ph.D. in Urban Education Studies at Indiana University School of Education-IUPUI, where she has spent two years as a reviewer for the International Journal of Qualitative Studies in Education. Tammera brings over 30 years' experience as an advocate with and caregiver for children with disabilities, an academic focus on critical race studies, and an awareness of the legal and political implications of educational legislation on students of color with disabilities to this work. Tammera's research interests pertain to students of color and the disproportionality of special education referrals as well as parent and educator conceptualization of disability and has already authored several publications on social justice advocacy and inclusive educational practices.



Ms. Tammera S. Moore



***Multiple Voices for Ethnically Diverse
Exceptional Learners***

Editors

Kathleen King Thorius, Ph.D. • Cristina Santamaría Graff, Ph.D. • Seena M. Skelton, Ph.D.
Managing Editor
Tammera S. Moore, M.Ed.

Guidelines for Preparation and Submission of Manuscripts

Multiple Voices for Ethnically Diverse Exceptional Learners, is the official, peer-reviewed journal of the Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL). Since the mid-1990s, *Multiple Voices* has been a beacon and a haven for special education scholars and practitioners concerned with equitable education for and disruption of oppressions experienced by youth at the intersection of disability, race, ethnicity, and language. The new journal editors are committed to addressing critical issues affecting special education, and above all else, countering troubling legacies and contributing innovations in the education of students with disabilities: especially those who are students of color, immigrant students, and those learning English as a new language. To do so, the editors are interested in original research articles, conceptual or theoretical pieces, book reviews, and creative works in other forms that

- 1) Examine and debunk notions of normalcy and disrupt racism/ableism and other intersectional oppressions
- 2) Examine culture as dynamic and intersectional
- 3) Explore disability as culture(s) and cultures of disablement

in educational systems, policy, research and/or practice from early childhood through post-secondary education. Topics may include, but are not limited to:

- Academic and social supports
- Asset pedagogies (e.g., Universal Design for Learning, Culturally Sustaining Pedagogy)
- Family, community, school partnerships
- Identity and experiences of students with disabilities at multiple intersections
- Patterns and contexts of special education identification, placement, outcomes, and/or school discipline
- Personnel preparation
- School choice, vouchers, and charter schools
- School culture and climate

Further, as much as we are committed to countering troubling legacies and contributing innovations in the education of students with disabilities at other identity intersections, we strive for the same within our special education scholarly community. In addition to those qualitative, quantitative, and mixed-methods approaches more commonly valued and applied in our field, we hold space and value those epistemologies, methodologies, and forms of expression that fall outside those historically associated with "normalcy" or "rigor" in the academy, and which have at times, diminished contributions by disabled scholars, scholars of color, and those who engage in creative work with and in communities outside the academy. We seek works by (special) education scholars with physical

and learning disabilities, Indigenous scholars, international and transnational scholars of color, LGBTQ+ scholars, graduate students, junior faculty, and senior scholars, and those individuals partnering with family, student, and/or community organizations with stake in special education. Although authors should submit manuscripts that conform to the Publication Manual of the American Psychological Association (APA) style (6th ed., 2010) and not exceed 25 pages (including references), we have invited an equally diverse and intersectional board of consulting editors to provide substantive feedback on submission content, style, form, and expression in supportive and constructive ways. Further, we recognize that some manuscripts will exceed these limits due to the nature of the topic, methodology, or forms of expression, the editors will consider longer submissions based on availability of space and the congruence of the topic with the goals and mission of the journal.

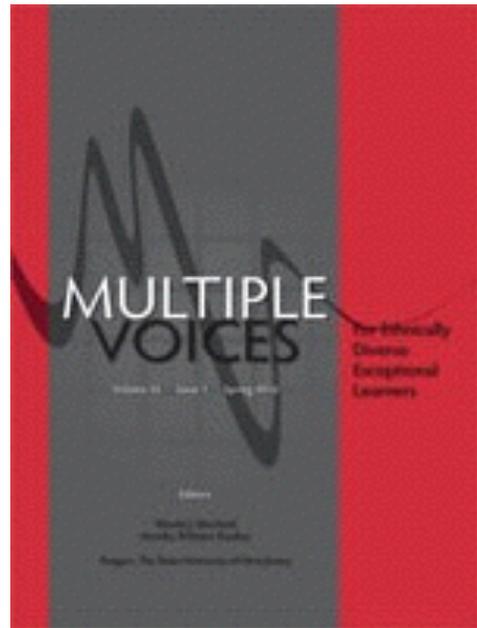
Please adhere to the following additional requirements when submitting your manuscript.

- ⌘ Submit only manuscripts not previously published and not being considered for publication in other outlets, and include a cover letter to this effect.
- ⌘ Submit two electronic copies -- one masked and one unmasked -- of the manuscript to Multiple Voices to **MVjournal@iupui.edu** with the subject line "Manuscript Submission". One copy of the manuscript must include a title page that also includes each author's name, title, affiliation, and e-mail address, if available. In order to facilitate a masked review, the first page of the manuscript for the remaining copy should include only the manuscript title (no author names), and any reference to the authors' own scholarship within the manuscript should be masked (e.g. Author, 2019).

Receipt of your manuscript will be acknowledged via an auto-generated email, and all submitted manuscripts will undergo an initial review by the editors on a once-monthly basis, after which authors will receive an email update on the disposition of their submission based on the following criteria:

- Contributions to the journal's stated purpose;
 - Strength of the rationale;
 - Adequacy of the theoretical and/or conceptual framework;
 - Scope and adequacy of the literature review;
 - Soundness of the approach or method (adequacy of design, participant description, measures, data analysis, conclusion, and interpretation);
 - Social and educational equity implications for students with disabilities at other intersectional identities
 - Adherence to APA (6th ed.) style and language.
- ⌘ Please adhere to DDEL's policy on the use of copyrighted material. Obtaining written permissions for material such as figures, tables, extensive quotation, clip art, screen captures, and other material taken directly, or adapted in minor ways, from another source is the author's responsibility, as is payment of any fees the copyright holder may require. Authors should obtain official permission from appropriate sources and include it along with the submitted manuscript.

For additional information, contact: **Tammera Moore, Managing Editor**, Multiple Voices; Great Lakes Equity Center, Indiana University School of Education-IUPUI, 902 W. New York St., Indianapolis, IN 46202. **Phone:** (317) 278-3493 **Email:** mvjournal@iupui.edu



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