

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](mailto:olim@marian.edu)

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## President’s Corner



Greetings DDEL Members,

This issue of VOICES is coming to you in times unparalleled in recent history. DDEL persists, in the midst of a global pandemic disproportionately affecting Black, Brown, and other vulnerable members of our community; and the resulting disruption of school and other services in many communities. Concerns about provision, access, and quality of educational services abound with recent analyses suggesting that shutdowns and shifts to remote learning due to COVID-19 are likely to result in an average of 7 months of learning loss with numbers closer to 9-10 months for Latinx

and Black students and 12 months for students in poverty. This loss is anticipated to exacerbate the long standing achievement gap between Black and Latinx students and their White peers by 15 to 20% and lead to a potential increase (estimated between 2-9%) in dropout rates (Dorn, Hancock, Sarakatsannia, & Viruleg, 2020). Our work to advance DDEL’s mission is more critical than ever in these volatile times, when those most vulnerable are most at risk and often overlooked, we must advocate to keep their needs at the forefront of planning, policy and pedagogy.

In addition to the uncertainty of this pandemic, protest continue across our country and the global community in response to police violence and other forms of systemic racism impacting many of these same communities. The images of George Floyd’s death and subsequent demands for justice for him and the many others that have proceeded and followed him have resulted in somewhat of a collective awakening in the larger society to the issues faced by Black and Brown people. These events have left many in our community feeling increased levels of exhaustion, anger and anguish.

We are tired of continuously dealing with the disparities, disregard, and death with in Black and Brown communities. We are screaming for our society to listen, see, and act to address these long standing issues. We are calling for real change, for members and leaders within our communities to be more than performative allies and to use their talents and resource to impact real equity. Now is the time for action. It is imperative that we are all actively involved, socially and politically, if we are to impact real change. That said, we must also engage in self-care. I share B.B. Cooper Browne’s post <https://programminglibrarian.org/articles/acts-care-times-unrest> as a resource for tips and tools for caring for ourselves and others as we navigate these times. I know many in DDEL have long been doing this work, but the calls for our engagement are louder than ever and we must be ready to advance the work of dismantling these systems of oppression and aid in the enhancement of supports, services, and outcomes for our culturally and linguistically diverse exceptional learners and those serving them. As Shirley Chisolm stated, *“You don’t make progress by standing on the sidelines, whimpering and complaining. You make progress by implementing ideas.”*

What ideas are you implementing today?

## President's Corner-continued

DDEL is working to produce and disseminate more resources to address issues of discrimination and inequity including DDEL issues briefs, collaborations with other divisions and organizations, advocating for special programming, sessions, and journal issues across CEC. We have a division highlight in the upcoming issue of TEACHING Exceptional Children and recently held a webinar to provide meaningful insights in regards to serving our bilingual exceptional learners and the myths that often lead to inadequate service provision and culturally suppressive practices. Access to a recording of this session can be found on our website. Also look for information on upcoming activities and opportunities to get involved in bi-weekly announcements and social media platforms. DDEL needs your ideas and actions. Join us!

In Service,  
Endia J. Lindo, Ph.D.  
President, DDEL

### References

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## Do You Shop on Amazon?

Shop at [smile.amazon.com](https://smile.amazon.com) and 0.5% of eligible purchases will be donated to DDEL

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Here is the direct link to support our organization: <https://smile.amazon.com/ch/80-0388964>

## State Subdivision Highlights

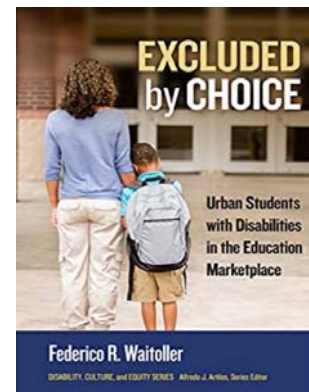
Subdivisions in each state offer an opportunity for more connections across our members. Our members in specific states have much in common and can connect for programming and networking on a regional basis through programming and connections. A Focus on advocacy and regulations at the state level are helpful at the state level as well. If you don't yet have a subdivision in your state we invite you to contact our membership committee chair Tammy Ellis-Robinson [tellis-robinson@albany.edu](mailto:tellis-robinson@albany.edu) for a subdivision toolkit. We will help you start and organize the process.

New York is in the process of organizing a subdivision with Renee Parmar stepping up as its first President. New York members can expect correspondence and connections in the coming academic year and can reach out to Renee or our membership chair to get involved. Colorado and Arizona members have plans to develop their subdivisions as well. If you are in one of those states please let us know if you are interested in becoming more involved.

## Member Highlight

Federico R. Waitoller, Ph.D. Associate Professor Department of Special Education The University of Illinois at Chicago author of new book "Excluded by Choice: Urban Students with Disabilities in the Education Marketplace".

Through powerful narratives of parents of Black and Latinx students with disabilities, this book provides a unique look at the relationship between disability, race, urban space, and market-driven educational policies. You can find more information about the book at <https://www.tcpress.com/excluded-by-choice-9780807764>



## Interested in Joining 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](mailto: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](mailto: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.



## COVID-19 Special Issue

### **The State of Homeless Black and Brown Students with Disabilities in the Era of COVID 19**

By Dr. Robai N. Werunga  
Assistant Professor of Special Education  
University of Massachusetts at Lowell

As schools wrestle with the possibility of extended closures amidst the rising numbers of COVID-19 cases across the country and the long-term impact of these closures, one demographic of students that all educators should be concerned about is homeless Black and Brown students with disabilities. Already at a high risk for adverse school outcomes, due to factors like overrepresentation in some special education categories and underrepresentation in gifted and talented programs combined with attendance in poorly funded schools, the current COVID-19 pandemic adds another layer of challenges that substantially elevate the level of risk for these students.

#### **Overrepresentation in Homelessness**

Individuals from ethnic groups other than white experience homelessness at significantly higher rates. According to the National Alliance to End Homelessness (NAEH; 2020), 40% of homeless individuals in the United States (U.S.) are African American, even though they make up only 13% of the population. Furthermore, the 2019 Annual Homeless Assessment Report to Congress reveals similar trends for Hispanic, American Indians/Alaska Natives, Native Hawaiians/Pacific Islanders, and people who identify as two or more races. These data are not surprising considering existing disparities in social economic status across similar demographics. It is therefore imperative that districts, schools, and teachers pay extra attention to their students of color and their families during this pandemic.

#### **Family and Youth Homelessness**

Overall, homelessness is viewed at an individual level. Often assumptions, largely negative, are made concerning the homeless person. However, while there exists a substantial number of people experiencing homelessness individually, the number of families and youth experiencing homelessness in the U.S. is staggering. The NAEH report on homelessness reveals that out of the total number of people who experienced homelessness in 2019, more than 30% experienced it as a family. Furthermore, data from U.S. Interagency Council on Homelessness (USICH; 2020) indicates that as of January 2019, 25 states had 500 or more homeless families. Moreover, 39 states reported at least 4000 homeless students. The specific numbers are staggering for states with urban cities with significant numbers of people of color. For instance, families experiencing homelessness in New York, California, Massachusetts, Florida, Oregon, Washington, Texas, Pennsylvania, Illinois, Minnesota, and Ohio range from between approximately 1000 – 16,500. In these same states, the numbers of students experiencing homelessness was approximately between 20,000 and 270,000.

It is important to note that the above data are all pre-COVID-19 pandemic. There is clear evidence to indicate that the current numbers of families and students experiencing homelessness are significantly higher and may continue to grow. The first indication of this was the recent sharp increase of unemployment numbers across the nation activated by abrupt loss of income for many families. States like Massachusetts were already seeing a sharp increase in the number of homeless students at the dawn of 2020 (Lugli, 2020), a trend which has only accelerated with the COVID-19 crisis (Jolicoeur & Mullins, 2020). Similar reports exist for cities like San Francisco (Lumsdaine, 2020), New York (Nortz, 2020), and many more which are home to a significant number of families and students of color. Moreover, emerging reports indicate that many minority families are currently deal-

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ing with eviction from their homes due to inability to pay rent during this pandemic (Benfer, 2020), thus rendering them homeless. For instance, the Boston Evictions report (Robinson, Steil, & Cafferky, 2020) reveals that over 78% of eviction filings during the COVID-19 pandemic are from areas in city where majority of residence are people of color.

### Homeschooling and Working from Home

With the abrupt closures of schools across the country, families with school-age children were forced into the role of homeschooling. For most families, providing appropriate instruction to their own child (ren), albeit with supports from teachers and school, has been a daunting task (See Noguchi, 2020; Roder, 2020). However, for families with students with disabilities, the challenges can be more profound. For these parents, the challenges go beyond creating a balance between their own work and helping their kids navigate school assignments; they may be required to take on the role of the teacher, physical therapist, occupational therapist, speech therapist, behavior interventionist, and whatever other related services their child may need to successfully participate in learning. Taking on this/these roles is challenging enough without additional barriers language or economic factors might add.

Further complicating the issue, recent statistics indicate that many parents in Black and Brown families are disproportionately employed as essential workers (i.e. grocery store workers, farm workers, hospital and assisted living employees) who, while everybody else is asked to shelter at home, are required to show up for work almost on a daily basis. Inadvertently, this means that while many parents grapple with how to balance working and supporting their children's education in the confines of their home, these parents do not have that luxury. These parents are away from home. While needing to facilitate their child's educational experiences, they also have to address the added issue of childcare. Moreover, their status as essential workers often place these parents at a high risk of contacting the COVID-19 virus, thereby putting themselves and members of their families in increased jeopardy. Combine all these factors and you have a recipe that lends itself to increased risk of limited learning for students of color, which may result in poor academic outcomes in the end.

### Homelessness and Schooling

Considering the preceding factors, many students of color with disabilities are currently in a state of emergency with the ongoing COVID-19 pandemic. This is compounded further with the likelihood of an increased number of students from this demographic experiencing homelessness during the COVID-19 pandemic. The Homeless Research Institute (HRI; May 2020), predicts a spike in homelessness by up to 250,000 people because of the economic impact of COVID-19. More likely than not, the new cases will disproportionately consist of people from culturally and linguistically diverse backgrounds. This is because members of these communities tend to be (a) more economically vulnerable (i.e. working poor, near poor or unemployed), and (b) less equipped to weather the storms of recession (Moses, May 2020). Based on this, there should be a concern regarding the expansion of the already existing disparities in the school outcomes for students of color.

### Existing Protections

Students experiencing homelessness are protected under the McKinney-Vento Homeless Assistance Act. The legislation, passed in 1987, has specific provisions that ensure the enrollment, accessibility, and educational stability for students lacking a fixed, regular, and adequate nighttime residence. Notably, this legislation ensures the provision of transportation to school and waiving requirements for proof of residency and other documents (e.g., birth certificates and medical records). These protections are meant to mitigate the disruptive nature of homelessness and its impact on the school outcomes of affected students. However, with all schools abruptly closed due to COVID-19, these protections are no longer impactful. Local state agencies have been working closely with local community partners to en-

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sure that homeless children and youth have food and shelter during the pandemic. The priority for all stakeholders, including the parents, is meeting the basic needs of these students (i.e. food, shelter and security). Providing educational services and supports often falls low on the parents' list of priorities by necessity. The result is these students have, and are still, going without valuable instruction and critical services needed for their academic success.

### **Implications for 2020-2021 school year and beyond**

With COVID-19 cases still on the rise, whether all K-12 students will be back in school or not this fall remains unclear. While the larger K-12 community grapples with various alternatives to best provide instruction for students in this unpredictable future, stakeholders must not lose focus on the most vulnerable groups of students and ensure that the instructional supports and services they need are mandated. To this end, the stakeholders (i.e. school districts, schools, and community partners), should pose and proactively seek answers/solutions to the following questions:

***Who among our students are most vulnerable to homelessness?*** Schools can tap into student records such as, attendance history and social economic status indicators (e.g. free and reduced lunch) to identify those students who are at risk and assess their need.

***Where are they currently? How can we keep track of them?*** Vigilant and well-coordinated efforts to trace and support these students will be necessary to ensure that not a single student slips through the cracks. A single student not receiving appropriate instruction and supports is one too many. Key school personnel like counselors and social workers, as well as community partners like churches and community support centers, could be critical in keeping track of students/families experiencing or at risk of homelessness

***How can we ensure that there is no gap in the provision of academic instruction, social emotional support, and critical special education services for these students?*** Here schools will have to be creative and innovative in the ways they engage families and community partners to ensure effective delivery of instruction and services for the homeless students. It may require additional training of personnel within community partners (e.g. homeless shelters, churches etc.) and utilizing them as facilitators of academic instruction. It may also mean coordinating with local government agencies to find common ground regarding additional funding, community spaces for instruction and safety of the students. In addition, there needs to be consideration of the mental health of both the students and parents. It may be that parents are doing all they can to just maintain their own mental/physical wellbeing in order to be there for the children. Thus, for this group of parents, actively supporting their children's learning at home might serve as too much of an undertaking. Additionally, both the parents and students might require counseling to help them cope. School districts must therefore work in conjunction with the local government and/or the local community partners to ensure that counseling and other support services are made available to the students and their families during the COVID-19 pandemic.

### **Final thoughts**

There is clear evidence of a positive correlation between homelessness and school outcomes, with homeless students being at an elevated risk for a range of adverse educational outcomes (Gultekin et al., 2020; Pavlakis et al., 2020). For most families, the COVID-19 pandemic has been (and still is) a source of stress due to fear and anxiety. Additionally, the unpredictability of the trajectory of the COVID-19 pandemic leaves the potential for increases in gaps in learning, especially for the most vulnerable students. However, for most students, once things go back to normal, they might recover quickly and be back on track academically, socially, and emotionally. This will likely not be the case for students of color, and more so for those with disabilities. Based on factors discussed previously and emerging reports from the center for disease control (CDC, 2020) that have indicated the disproportionate representation in the rate of infections in communities of color, students from these communities are, and will continue to bear the brunt of the impact of COVID-19 in years to come without immediate interventions. Homelessness is traumatic in and of itself. For Black and Brown students with disabilities, this experience could be more ravaging, and its impact could be felt well beyond grade school. There-

## COVID-19 Special Issue

fore, it is critical that stakeholders pay extra attention to the needs of these students and their families, not only during COVID-19 pandemic, but also in the consequent months and years to make sure that compensatory services are provided to help salvage lost instruction time.

The COVID-19 pandemic has exposed the limitations in the McKinney-Vento Homeless Assistance Act. While the law does provide protections and supports for homeless students based on normal school operations, there are no provisions for out-of-school supports. Commendably, many state agencies were swift in recognizing the potential impact of COVID-19 and the eventual closure of schools. Most states moved quickly to provide guidelines for addressing homelessness for families and schools. However, the guidelines provided are general and do not take into consideration the unique and specific needs of students of color with disabilities. Moreover, the guidelines do not address the issue of academic instruction and special education services. It is therefore imperative to revisit the McKinney-Vento Act. Specifically, the law needs to include provisions and guidance on how to support vulnerable groups of students in the event of unexpected circumstances like the ones we currently find ourselves in.

### References

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## C.A.N. Coordinator's Corner



**The governmental relations committee is seeking position statements on broad topics related to exceptional diverse learners. If you have developed a webinar, presentation, or written a paper on a topic for exceptional diverse learners and would like us to consider it, please email [bcpraslin@ou.edu](mailto:bcpraslin@ou.edu)**

- An example position statement can be seen here: [https://drive.google.com/file/d/1pYSWH0hrPHjUb1C9IJ0MJ8pb1b\\_0C6Vq/view?usp=sharing](https://drive.google.com/file/d/1pYSWH0hrPHjUb1C9IJ0MJ8pb1b_0C6Vq/view?usp=sharing)
- The committee will format the submission, we are just requesting your participation. We encourage working in groups.

# MULTIPLE VOICES



Disability, Race, and Language Intersections in Special Education

As you know, one of the many benefits of your DDEL membership is your *Multiple Voices* Journal subscription. We are thrilled to announce the new [website](#), title, and imagery for the journal, released on July 22, 2020. In addition to the print version, which has been mailed out to your residential or work address (depending on what you have on file with your DDEL membership), you can access all journal content for free on the new Multiple Voices website!

The editors of Multiple Voices and DDEL are excited to announce that the *Multiple Voices—Disability, Race, and Language Intersections in Special Education* journal has moved to a new web platform called Meridian, hosted by Silverchair. The new Meridian platform comes with a host of new features to enhance your reading experience, including:

- Mobile responsive web design
- Optional split-screen reading experience
- Suggested articles based on browser history
- Saved searches, alerts and notifications

**To access the site, please follow the instructions below.**

1. Using the email address associated with your current Multiple Voices account, reset your password at <https://meridian.allenpress.com/my-account/reset-password>. Note: If the reset email does not display in your inbox please check your spam folder. Also, note that although the account information associated with your DDEL membership has been provided to the publisher, you will need to create a new account if you have never done so before.
2. Once your password has been reset, go to the journal homepage at [journal website]
3. Select the Sign In button in the right-hand corner and sign in with your email and new password

After following these instructions, you will have access to journal content. Please note that you will need to re-create your saved searches, alerts and notifications as personal data was not migrated from the previous journal site. For instructions on how to set up your profile and benefit from these features, visit <https://meridian.allenpress.com/pages/how-to>.

Please contact [meridiansupport@allenpress.com](mailto:meridiansupport@allenpress.com) with any questions you may have. Thank you for reading, citing, and supporting *Multiple Voices—Disability, Race, and Language Intersections in Special Education*!

Sincerely,

Editors Kathleen King Thorius, Cristina Santamaria Graff, and Seena M. Skelton



## Black Lives Matter Special Issue

### Get Your Knee Off Our Necks: Black Scholars Speak Out to Confront Racism Against Black Students in Gifted and Talented Education

#### The Consortium for Inclusion of Underrepresented Racial Groups in Gifted Education (I-URGGE)

Dr. Tarek C. Grantham, Dr. Donna Y. Ford, Dr. Joy Lawson Davis, Dr. Michelle Frazier Trotman Scott, Mr. Ken Dickson, Dr. Gloria Taradash, Dr. Gilman W. Whiting, Dr. Carlita B. Cotton, Dr. Erinn F. Floyd, Dr. Kristina H. Collins, Dr. Brittany N. Anderson, Dr. Sonja Fox, Dr. Javetta J. Roberson

As leaders in the Black community of scholars in gifted and talented education (GATE), we are compelled to issue a statement about racism against Blacks in the wake of ongoing police brutality related to inequities in GATE. We stand in solidarity with individuals and groups protesting racist actions that resulted in the murder of George Floyd and many other Black adults and children by police officers. We are breathless with aching hearts because of this recent travesty and the effects of prior injustices against Black lives. We mourn because George Floyd's life mattered, and it was cut short due to the insidious nature, acceptance, and display of racism. We respect the work of warriors from all backgrounds on the front lines who support anti-racist practices and pursue justice for George Floyd, and we honor the lives and speak the names of Breonna Taylor, Ahmaud Arbery, Botham Jean, Eric Garner, Pamela Turner, Michael Brown, Sandra Bland, Atatiana Jefferson, Tamir Rice, Trayvon Martin (and so many others whose tragedies have not been shared in the national media) because they represent our families, children, friends, and students impacted by racism and by White knees constricting our necks and wiping out our lives.

Racism is socially constructed and represents a toxic mindset in which the dominant racial group with power, and unearned and undeserved privilege, believe in their superiority over other racial groups. In our GATE work, racism is evident when Whites think they are superior to and, thus, more intelligent and otherwise more capable, than Blacks, and when they endorse the belief that White lives matter more than Blacks in educational settings. Racism is evident when there is stark underrepresentation of Black students and, the reverse, stark overrepresentation of White students identified for gifted and talented and advanced learner programs. Hundreds of thousands of Black students are denied access to GATE. White parents/caregivers, educators, policy makers, and researchers intentionally or unintentionally can, and do, act in ways that create advantages for White students (e.g., College admissions scandal) and exacerbate achievement gaps for Black students. GATE research findings, policies, practices, assessments, and services cater to privileged Whites. This is a form of systemic racism where most schools with GATE programs, institutions of higher education, and advocacy organizations reflect the cultural norms, values, policies and practices that over-indulge, cater to, and unjustly privilege Whites.

We detest the existence of individual and systemic racism in gifted and talented education. We refuse to be bystanders, not just because Black lives matter, but also because Black *minds matter*. *Although some efforts have been made to promote anti-racism and Black students' access to advanced learning opportunities in public schools, systemic failures continue to exist in GATE. The underrepresentation of Black students is pervasive throughout the United States, with Black students being denied access more than any other group. Public education in America was undergirded by scientific racism that promoted legalized racist policies and practices created by Whites only, for Whites only. After outlawing racially segregated schools (i.e., Brown v. Board of Education 1954), the emergence of GATE became a pathway to continue racially separate education for White students in mixed-race/desegregated schools -- a pathway that continues in many school districts. As such, the true purpose of GATE programs can never be fully realized for students from all cultural/racial groups.*

## Black Lives Matter Special Issue

As Black scholars, practitioners, and parents/caregivers in GATE, George Floyd's scream for help touched our hearts like the voices of many Black students, families, and professionals who are being suffocated by racial oppression in schools. Racism diminishes the dreams, hopes, and potential contributions of Black children, families, and professionals who are crying out to us, as Black scholars, and to those responsible for educating and advocating for them:

- *'I can't breathe'* because of biased, unfair tests that prevent me from being identified as gifted.
- *'I can't breathe'* because of how predominantly White programs and curricular materials marginalize and minimize my experiences.
- *'I can't breathe'* because I do not see teachers in gifted and talented programs who look like me.
- *'I can't breathe'* because I feel alone and isolated in predominantly White gifted and talented classes.
- *'I can't breathe'* because educators won't allow me to be in advanced programs.
- *'I can't breathe'* when I, as a Black parent/caregiver, have to worry about my child's socio-emotional and physical well-being, health, and safety in GATE classes.
- *'I can't breathe'* because I am an educator in GATE trying to share culturally responsive practices to support gifted and talented Black students, but audiences prefer a traditional curriculum.
- *'I can't breathe'* because I am a GATE expert, and talking about scientific racism makes me "an antagonist" in the field, which threatens my scholarly opportunities.

Racial inequities in GATE have represented a knee on the necks of many brilliant and highly capable Black children, families, and professionals for far too long. As parents, scholars and practitioners in a majority White field, we are compelled to continue our work with students, families, educators, policy makers, and other advocates to promote anti-racist policies, procedures, and assessments. We want and expect accountability for equity in gifted and talented education. We must and will respond with vigor to call out racist behavior (intentional and unintentional) while uplifting anti-racism allies who aim to change the culture, values, and norms that allow Black inequities in GATE at all levels and in all forms. We want educators to remove their knees off the necks of Black students, families, and professionals. We call for bystanders to stop watching and, instead, advocate and compel others to join in the fight for racial justice in gifted and talented education for ALL. No equity. No progress. No peace.

To contact the *Consortium for Inclusion of Underrepresented Racial Groups in Gifted Education*, please email Dr. Grantham, Dr. Ford or Dr. Davis: [iurgge2020@gmail.com](mailto:iurgge2020@gmail.com)

## Dispelling myths and advocating for life long bilingualism

The intersection of bilingualism & disability:

# DISPELLING MYTHS AND ADVOCATING FOR LIFE-LONG BILINGUALISM



**A DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS (DDEL) POSITION STATEMENT**

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<p><b>MYTH:</b></p> <p>"ENGLISH LEARNERS SHOULD STOP USING THEIR FIRST LANGUAGE AT HOME IN ORDER TO LEARN ENGLISH."</p>		<p><b>FACT:</b></p> <p><b>LIMITING COMMUNICATION OR MAKING THE COMMUNICATION BETWEEN PARENTS AND THEIR CHILDREN LESS NATURAL AND INTIMATE, CAN LEAD TO NEGATIVE PSYCHOLOGICAL EFFECTS.</b></p>
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<p><b>MYTH:</b></p> <p>"CODE-SWITCHING IS EVIDENCE OF LANGUAGE CONFUSION &amp; DISABILITY."</p>		<p><b>FACT:</b></p> <p><b>FROM THE OUTSIDE, IT APPEARS THAT INDIVIDUALS SWITCH BETWEEN DIFFERENT CODES, LANGUAGES, OR LINGUISTIC SYSTEMS.</b></p> <p><b>IN REALITY, STUDENTS ARE JUST SELECTING LINGUISTIC FEATURES THAT ARE ACTUALLY UNIFIED WITHIN, AND USED AS, ONE LINGUISTIC SYSTEM.</b></p> <p><b>THEY ARE TRANSLANGUAGING (I.E., CODE SWITCHING).</b></p>
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**# (MORE)FACTS**

- 1. DISABILITY-RELATED NEEDS DO NOT TAKE PRECEDENCE OVER LANGUAGE NEEDS.**
- 2. DENYING EMERGENT BILINGUALS ACCESS TO BILINGUAL EDUCATION CONSTITUTES DISCRIMINATION ON THE BASIS OF LANGUAGE STATUS.**
- 3. IEP'S SHOULD SPECIFY LANGUAGE OF INSTRUCTION & APPROPRIATE PLACEMENT.**
- 4. ADVOCATES SHOULD ENSURE THAT EDUCATION POLICIES PROTECT THE CIVIL RIGHTS OF ENGLISH LEARNERS WITH DISABILITIES.**

**WRITTEN BY:**

**STEVE DANIEL PRZYMUS, ALBA ORTIZ, TODD FLETCHER, & XAVIER VASQUEZ.**

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**ADAPTED FROM THE THE INTERSECTION OF BILINGUALISM & DISABILITY DDEL WEBINAR**

**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

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If you have news or suggestions, contact our webmaster

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