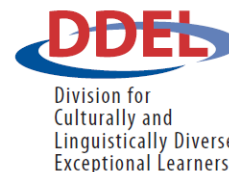




# DDEL Voices



Volume 1, Issue 1

April 2011

DDEL would like to hear your VOICE...

If interested in contributing to future newsletters please consider the following categories:

1. **“Voices from the Classroom”** - featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving culturally and linguistically diverse exceptional learners.
2. **“Voices from the Field”** - featuring programs, research studies, organizations, or opportunities involving culturally and linguistically diverse exceptional learners and/or those who are serving this population.
3. **“Research Spotlight”** - featuring studies related to CLD learners.

Please email a summary of up to 500 words to either of the above categories to the newsletter editor at:  
mcamacho@lynn.edu

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## DDEL’s President Voices her Thoughts...

### The Time for New Beginnings

“The beginning is the most important part of the work.” Plato

“My how time flies!” Many of us know that this phrase accurately reflects how we experience the plethora of changes occurring in our personal and professional lives and the speed with which we attempt to respond to these changes.

As I reflect upon the work that I’m involved with, I am convinced that the time and effort I exert with DDEL is well worth the investment. As your President I have been working with DDEL Executive Board members to ensure that we meet the

expectations of those we serve and those who have led before us.

I know many of you are busily preparing for the CEC Annual Meeting to be held in National Harbor from April 25-28<sup>th</sup>. We look forward to meeting you at the DDEL Business Meeting, Student Research Showcase, the Meet the Editors session, and the DDEL Table in the Exhibit Hall.

For those of you that are unable to join us in National Harbor we hope that you share with us your thoughts about the division and ways we can better engage our membership. I am honored that you have entrusted me with the helms of this organization, which be-



gan as a lone voice in special education devoted to ensuring equitable experiences for diverse learners with exceptionalities and their families and communities. Since those early days of DDEL, we have grown in numbers and sharpened our focus. The theme of my presidency is *The Time for New Beginnings*.  
(continued on p.2)



### DDEL Business Meeting

Wednesday, April 27  
9:00-11:00 a.m.  
Room: Azalea 2

### DDEL Student Research Showcase

Wednesday, April 27  
11:00 a.m.—1:00 p.m.  
Room: Azalea 2

### Meet the Editors: Writing for Publication in Multiple Voices

Wednesday, April 27  
1:00—2:00 p.m.  
Room: Azalea 1

“**The Times for New Beginnings**” continued from p.1) I’m committed to efforts aimed at reinvigorating our membership, developing collaborative partnerships, and ensuring we provide services to our membership as well as advance new understandings of diversity issues in special education and advocating for social justice and equity. The DDEL Executive Board has been engaged in Strategic Action Planning and we look forward to unveiling the 2011-2014 Strategic Action Plan, DDEL website and new DDEL logo at the CEC Annual Meeting. We hope you find this newsletter informative and engaging. Let’s hear it for new beginnings!

*Monika Shealey*

## DDEL’s Mission...

*DDEL is the official division of CEC that promotes the advancement and improvement of educational opportunities for culturally and linguistically diverse learners with disabilities and/or gifts and talents, their families, and the professionals who serve them.*

*DDEL’s goals include:*

- *Advocating for favorable policies and funding on behalf of culturally diverse learners, their families and the professionals who serve them*
- *Collaborating across disciplines to promote services for this population.*
- *Disseminating relevant and timely ideas and information through professional meetings, training programs, and publications*
- *Promoting personnel recruitment, training and leadership development among culturally and linguistically diverse populations*
- *Providing technical assistance, training programs, and in-service and pre-service education*
- *Supporting the activities, policies, and procedures of CEC and other CEC divisions*

## Voices from the Classroom... Teachers, make sure to check out the following sessions at CEC!

- Preconvention workshop 3—Culturally and Linguistically Appropriate IEPs for English Language Learners. 4/25/11 9-4pm
- Town Hall: Culture, Disability, and Positive Behavioral Interventions and Supports: Let’s Have a Conversation. 4/26/11 8:30-10am.
- Creating Culturally and Linguistically Responsive Materials for culturally and Linguistically Diverse Students with Disabilities. 4/26/11 8:30-9:30am.
- Showcase: Assessing Language and Literacy Skills of Culturally and Linguistically Diverse (CLD) Learners. 4/26/11 11am-12pm.
- Disproportionality of African Americans in special Education and Disciplinary Action: How FBA can help. 4/26/11 1:15-2:15pm.
- Challenges of Using the MAPS process with culturally and Linguistically Diverse Families. 4/26/11 1:15-2pm.
- Inclusion in Culturally Diverse Settings: Evaluating Teacher Preparation program Effectiveness. 4/26/11 2:30-3:30pm.
- Strand B, Session 4: What worked for us: Effective Bridges Between “us” and “them”. 4/26/11 2:30-3:30pm.
- The meaningfulness of the Disproportionate Data in Special Education. 4/26/11 2:30-3:15pm.
- Underrepresentation of Racially Diverse Students with Autism Spectrum Disorders. 4/26/11 2:30-3:30pm.
- Towards NonDiscriminatory Evaluation of English Language Learning Students. 4/26/11 3:45-4:30pm.
- Perspectives of Individualized Education Program Team Members About Referral and Identification Process. 4/26/11 3:45-4:45pm
- Understanding Disproportionality’s Multiple Determinants: A Comprehensive, Analysis of one Midwestern District.
- Evidence-Based Reading Instruction for English Learners: A Meta-Analysis of Single-Subject Research. 4/27/11 8:30-9:15am
- White Power and Privilege: Barriers to Inclusive Excellence. 4/27/11 9:45-10:45am
- Transitioning Multicultural Learners with Exceptionalities: Best Practices Based on the Literature. 4/27/11 9:45-10:45am
- What Teachers Need to Know about Working with LGBTQ Youth. 4/27/11 9:45-10:45am
- Creating Safe Environments for Students with Disabilities who Identify as LGBT. 4/27/11 9:45-10:45am
- Searching for Effective Methods for Teaching Students of Color Diagnosed with High Incidence Disabilities. 4/27/11 11-11:45am
- Evidence-Based Practices in Special Education: Are they Culturally Responsive? 4/27/11 11am-12pm
- The Power in the Partnership: Making a Difference for Students of Color. 4/27/11 1:15-2pm
- Addressing Educational Equity for Struggling Learners Through Teacher Inquiry. 4/27/11 1:15-2:15pm
- Developing your Cultural Identity: Knowing Yourself Before you can Know your Students. 4/27/11 1:15-2:15pm.
- Multicultural Featured Session: Distinguishing Difference from Disability: Causes of Disproportionality and Traps in Addressing it. 4/27/11 1:15-3:15pm.
- Benefits and Barriers to Teacher Implementation of Culturally Responsive Teaching Strategies. 4/27/11 2:30-3:15pm
- Voices of Foreign-Born African American Special Education Teacher Educators. 4/27/11. 3:45-4:45pm
- Effects of Using Culturally Relevant Social Skills Instruction on Students’ Disruptive Behavior. 4/28/11 8:30-9:15am
- Closing the Achievement Gap Through Cultural Competency. 4/28/11 8:30-9:30am
- The Cultural Aspects of Teaching Reading. 4/28/11 9:45-10:45am
- The Ecological Validity of Reading Interventions for Adolescents. 4/28/11 9:45-10:45am
- Culturally Relevant Social Skills Instruction for Black Adolescent Males. 4/28/11 9:45-10:45am
- Assessment and English Language Learners in Response to Intervention. 4/28/11 11am-12pm
- Engage your Students! A Unique Way to Implement Culturally Responsive Teaching Strategies. 4/28/11 1:15-2:15pm
- Cultures and Bridges: Laboratory School and ECSE Practicums with Dual Language Learners. 4/28/11 1:15-2pm
- Culturally Responsive Teaching and Field Experience Course Transformation: A collaborative Journey. 4/28/11 2:30-3:30pm

# Meet the DDEL Executive Board

## President: *Monika Williams Shealey, Ph.D.*



Dr. Shealey received her doctorate from the University of Central Florida in 2003. Her areas of interest include examining the teaching and research methodologies, and the experiences of African American faculty and doctoral students in special education. She is currently the Associate Dean for Teacher Education and Associate Professor at the University of Missouri—Kansas City.  
shealeym@umkc.edu

## Treasurer: *Roberta Unger, MA.*



Mrs. Unger received her Masters as an Education Administrator from West Virginia University and holds multiple certifications. She is currently the Principal at Fountain Primary School in Keyser, West Virginia.

runger@access.k12.wv.us

## Membership & Subdivisions Committee, Chair: *Charity Gillman, Ph.D.*



Dr. Gillman received her doctorate from the University of Oklahoma. Her areas of interest include transition and self-determination skills in Native-American youth with disabilities. She is currently an Assistant Professor at Northeastern State University—Oklahoma.

gillmanc@nsuok.edu

## Webmaster: *Tachelle Banks, Ph.D.*

Dr. Banks is currently an Assistant Professor for the Department of Teacher Education at Cleveland State University—Ohio.

t.i.banks@csuohio.edu



## Past President/ Nominations & Election Committee Chair: *Sandra Cooley Nichols, Ph.D.*



Dr. Nichols received her doctorate from the University of Southern Mississippi in 1998. Her areas of interest include teacher education, inclusion, and disabilities and family involvement. She is currently the Department Head and Associate Professor, Special Education and Multiple Abilities and at the University of Alabama.  
cnichols@bamaed.ua.edu

## Multiple Voices, Journal Editors: *Shernaz Garcia, Ph.D.*

Dr. Garcia is an Associate professor at the office of Bilingual education, Special Education Administration at the University of Texas

### *Alba Ortiz, Ph.D.*

Dr. Ortiz is the President's Chair for Education Academic Excellence, Professor at the University of Texas

### *Audrey Sorrels, Ph.D.*

Dr. Sorrels is the Associate Dean of Students in Special Education at the University of Texas.

multiplevoices1@austin.utexas.edu



## Publications Committee, Chair: *Liz Cramer, Ph.D.*



Dr. Cramer received her doctorate from the University of Miami in 2002. Her areas of interest include culturally and linguistically diverse learners with high incidence disabilities and teacher preparation. She is currently an Associate Professor and Program Leader, Special Education at Florida International University.

cramere@fiu.edu

## Constitution & Bylaws Committee, Chair: *Lusa Lo, Ph.D.*

### *Lusa Lo, Ph.D.*

Dr. Lo received her doctorate from the University of San Francisco. Her areas of interest include family-school partnerships, Asian-American children with disabilities. She is currently an Assistant Professor in the Department of Curriculum and Instruction, Special Education Program at the University of Massachusetts—Boston.

Lusa.lo@umb.edu



## Secretary: *Steve Chamberlain, Ph.D.*



Dr. Chamberlain received his doctorate from the University of Texas—Austin in 1999. His areas of interest include behavior management, measurement and test interpretation, and exceptional children. He is currently an Associate Professor in the Department of Educational Psychology and Leadership Studies at the University of Texas—Brownsville.

Steve.charbelain@utb.edu

## DDELVoices, Newsletter Editor: *Mayra Ruiz Camacho, Ph.D.*



Dr. Camacho is currently the Director of Student Teaching, Assistant Professor at the Ross College of Education at Lynn University—Florida.

mcamacho@lynn.edu

## Professional Development Committee, Chair: *Mary Ann Prater, Ph.D.*



Dr. Prater received her doctorate from the University of Utah in 1987. Her areas of interest include the portrayal of disabilities in children's literature. She is currently the Chair of the Department of Counseling Psychology and Special Education at Brigham Young University—Utah.

prater@byu.edu

**The Nominations and Elections Committee has slated the ballot for the positions of President-elect and Secretary. Please look for paper or email ballots!**

## MULTIPLE VOICES(MV) FOR ETHNICALLY DIVERSE EXCEPTIONAL LEARNERS

MV is the official, peer reviewed journal for 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.

For additional information contact:  
Shernaz Garcia, Alba Ortiz, & Audrey Sorrells, Editors  
The University of Texas at Austin  
1 University Station, D5300  
Austin, TX 78712

DDEL Members will soon have online access to all current and past MV content using MetaPress

<http://mv.ddel.metapress.com/home/main.mpx>



[www.ddelcec.org/Home.php](http://www.ddelcec.org/Home.php)

## Guidelines for Preparation and Submission of Manuscripts

Authors should submit manuscripts that conform to the Publication Manual of the American Psychological Association (APA) style (5th ed., 2001) and not exceed 25 pages (including references). The editors will consider longer submissions.

- Only manuscripts not previously published and not being considered for publication may be submitted. Authors should include a cover letter to this effect.
- Authors should submit four hard copies and one electronic copy on CD (in Microsoft Word; doc, or rtf format) of the manuscript. One copy of the manuscript must include a title page that contains the manuscript's title, each author's name and professional title, telephone and fax numbers, Email, and institutional affiliation. All other copies should only include the manuscript's title (no author names).
- Receipt of the manuscript will be acknowledge, and manuscript will undergo a masked peer review. Each manuscript will be evaluated in terms of the following criteria:
  1. Overall importance of the work for culturally and linguistically diverse populations
  2. Adequacy of the rationale for the research, concept/theory, or viewpoint
  3. Scope and adequacy of the literature review
  4. Soundness of the approach or method of research
  5. Educational implication for CLD populations
  6. Quality of writing and adherence to APA (5th Ed) style and language
- Authors should adhere to DDEL's policy on the use of copyrighted material. Obtaining permission for materials such as figures, tables, extensive quotations, clip art, screen capture, and other materials 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 special permission from appropriate sources and include it along with the submitted manuscript.
- Upon notification of manuscript acceptance for publication, authors should submit an electronic copy of the final manuscript on a CD (in Microsoft Word; doc, or rtf format) and two hard copies of the manuscript to the editors. All manuscripts should include a three-line biographical sketch for each author.

## Voices from the Field... *Resplandor International*

Resplandor is an international non-profit humanitarian organization located in the State of Guanajuato, Mexico dedicated to empowering individuals, families and communities with limited resources to develop their human potential to improve their quality of life through education. Dr. Todd Fletcher, a member of DDEL for numerous years, formalized the plans for construction in 2009, since then Resplandor has grown to be a well established community organization providing literacy and technology training, health education, English language learning opportunities, and supporting families and medical personnel to identify children in need of early intervention special educational services.



There are many ways in which you can support this project; one of the goals is to establish a summer school program for the local community, which would provide an opportunity for faculty, students, and colleagues to participate in this project in different capacities. If interested please contact Dr. Todd Fletcher at [toddf@u.arizona.edu](mailto:toddf@u.arizona.edu)

