

President's Message

In the months since the last issue of VOICES, our division has welcomed newly elected and appointed members on the executive board. I am very excited about my new role as President of DDEL and will take this opportunity to acknowledge the impeccable leadership of our Past President, Patty McHatton. As we get settled into this new year, I would like to express my gratitude to our outgoing board members Mayra Camacho, Rose Matuszny, Shernaz Garcia, Alba Ortiz, Mary Anne Prater, and Audrey Sorrels. Thank you all for your outstanding service to our organization. I look forward to continuing the work with new board members, Mildred Boveda, Kelly Carrero, Michelle Frazier Donna Sobel, Michell Frazier Trotman Scott, Amina Turton, Monika Shealey, and Wanda Blanchett. I am also pleased to announce two recently created positions on our board: Archivist, (interim, Shernaz Garcia) and Student Representative (Lorena Muñoz).

At this point of transition, it is important to reflect on 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. As we look forward, we continue to uphold DDEL's core values of *Diversity, social justice and equity * Inclusiveness * Advocacy * Inquiry leading to the development of practices that attend to unique learner characteristic.*

I would like to take this opportunity to mention the



wonderful line up we have planned for the upcoming CEC Convention in San Antonio. Some highlights that I hope you get excited about include our Student Research Forum and our Showcase Session on Spotlight on Parents of Children With Disabilities from an Array of Cultural Backgrounds. We also have quite a line up of meeting and social events including our general business meeting to be held on Friday from 3:30-5:30 and a coffee and dessert social on Thursday April 4 from 7:00-9:00PM.

Please come by to take advantage of these events and network with your DDEL colleagues. It would be my pleasure to personally get to say hello to you. We are an organization that can only exist because of you and I encourage each of you to take a more active role in our group. Be sure to stop by our table in division row and sign up for volunteer opportunities or send me an email if you would like more information about getting involved (cramere@fiu.edu). See you in San Antonio!

- Liz Cramer

DDEL would like to hear your VOICE...

If 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 culturally and linguistically diverse exceptional learners.

"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.

"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, Mildred Boveda:

mbove001@fiu.edu

Inside this issue:

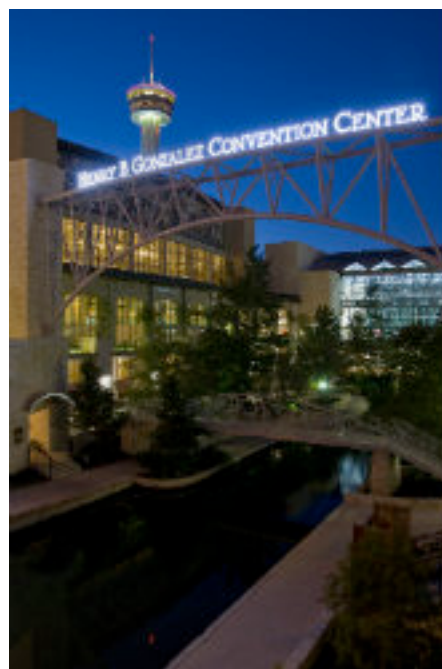
President's Message	1
Voices from the Classroom/ Research Spotlight (CEC 2013 Strand Sessions)	2-4
DDEL Meetings	3
Voices from the Field	5
Announcing New Executive Board Members	6
Multiple Voices Guidelines for Submission	7

VOICES FROM THE CLASSROOM AND RESEARCH SPOTLIGHT

CEC 2013 CONVENTION AND EXPO SESSIONS:

THURSDAY, APRIL 4

Event Title	Location	Time
A Culturally Responsive Approach: Meeting Learner Needs in Diverse Settings via Collaboration	Henry B. Gonzalez Convention Center Room 006B	8:00 - 9:00 AM
Culturally & Linguistically Responsive Strategies for Separating Difference & Disability	Henry B. Gonzalez Convention Center Room 215	9:15- 10:15 AM
Differentiated Instruction for Exceptional Students with Cultural & Linguistic Diversity	Henry B. Gonzalez Convention Center Room 006B	9:15- 10:15 AM
Research on Diverse Families of Children With Autism (<i>Multi-Presentation Session</i>)	Henry B. Gonzalez Convention Center Room 206B	9:15- 10:15 AM
Culturally Responsive Instruction in a Response to Intervention Environment <i>Lecture</i>	Henry B. Gonzalez Convention Center Room 006B	10:30- 11:30 AM
A training partnership for screening young bilinguals in a borderlands Head Start community (<i>Poster Session</i>)	Henry B. Gonzalez Convention Center Bridge Hall Poster 3	10:30- 11:15 AM
Math and Science Methods and Materials for Diverse English Learners with Disabilities	Henry B. Gonzalez Convention Center Room 006B	1:00- 2:00 PM
Culturally and Linguistically Diverse Students Identified as OHI: A Comparison of Urban Schools (<i>Poster Session</i>)	Henry B. Gonzalez Convention Center Bridge Hall Poster 9	1:00- 1:45 PM
Culturally Responsive Pedagogy for Students with Disabilities: A Classroom Evaluation Tool	Henry B. Gonzalez Convention Center Room 217D	2:15- 3:15 PM
Voices of African American College Students with Disabilities	Henry B. Gonzalez Convention Center Room 006B	2:15- 3:15 PM
Empirical Evidence of Effective Practices for ELLs with High Incidence Disabilities (<i>Poster Session</i>)	Henry B. Gonzalez Convention Center Bridge Hall Poster 9	2:15 - 3:15 PM
Preparing Culturally Competent Educators: Bridging the Cultural Divide through Literature	Henry B. Gonzalez Convention Center Room 217D	3:45 - 4:45 PM
Evidence Based Reading Interventions for Adolescent English Learners With Reading Difficulties (<i>Poster Session</i>)	Henry B. Gonzalez Convention Center Bridge Hall Poster 9	3:45 - 4:30 PM
Racial Identity Development of Preservice Teachers: Boutique Study to Programmatic Incorporation (<i>Poster Session</i>)	Henry B. Gonzalez Convention Center Bridge Hall Poster 6	3:45 - 4:30 PM
Perceptions and practices of elementary teachers educating linguistically diverse students (<i>Poster Session</i>)	Henry B. Gonzalez Convention Center Bridge Hall Poster 9	5:00 - 5:45 PM



*In this issue
DDEL
highlights
CEC 2013
Strand
Sessions,
DDEL
meetings and
the DDEL
Student
Research
Forum Poster
Session.*



DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS

DDEL MEETINGS DURING 2013 CEC CONVENTION/GRAND HYATT SAN ANTONIO

Thursday, April 4

DDEL Subcommittee Meetings

10:00 AM - 12:00 PM

Bowie B/C Level 2

Writing for Multiple VOICES

11:00 AM to Noon

Crockett C/D, Level 4

Executive Board Meeting

1:00 PM - 5:00 PM

Presidio A, Level 3

Coffee and Dessert Social

7:00 PM - 9:00 PM

Crockett C/D, Level 4



Friday, April 5

DDEL Diversity Discussion

8:30 AM - 9:20 AM

Goliad, Level 2

Student Research Forum/Showcase

9:00 AM - 11:00 AM

Lone Star Ballroom F, Level 2

DDEL Spotlight Session on Diverse Families

1:00 PM - 3:00 PM

H.B. Gonzalez Convention Center, 006B

Business Meeting

3:00 PM - 5:00 PM

Mission A, Level 2

CEC 2013 CONVENTION & EXPO SESSIONS

FRIDAY, APRIL 5



Event	Location	Time
Culturally Responsive Approaches to Early Literacy for Diverse Youth	Henry B. Gonzalez Convention Center Room 006B	8:00 - 9:00 AM
Culturally Relevant Education and International Special Education: A review of literature (<i>Poster Session</i>)	Henry B. Gonzalez Convention Center Bridge Hall Poster 9	8:00 - 8:45 AM
Culturally Responsive Approaches to Meet the Needs of English Language Learners	Henry B. Gonzalez Convention Center Room 006A	9:15- 10:15 AM
Improving Practitioner Assessment Participation Decisions for English Language Learners with Disabilities	Henry B. Gonzalez Convention Center Room 006B	9:15- 10:15 AM
How Culturally Responsive Are You? (<i>Poster Session</i>)	Poster Session	9:15- 10:00 AM
SWPBIS in Urban Elementary Schools: Examining the Tiers Distributions by Ethnicity	Henry B. Gonzalez Convention Center Room 006B	10:30- 11:30 AM
Language Accessibility for ELLs with Exceptionalities: Modifying Materials and Instruction (<i>Poster Session</i>)	Poster Session	10:30- 11:15 AM
Showcase (DDEL) -- Spotlight on Parents of Children With Disabilities from an Array of Cultural Backgrounds	Henry B. Gonzalez Convention Center Room 006B	1:00- 3:00 PM
Problem-Based Learning: A Tool for Building Culturally Responsive Teacher (<i>Poster</i>)	Poster Session	1:00- 1:45 PM
Promoting Listening Reading Comprehension for Nonverbal English Learners Who Have a Severe Intellectual Delay (<i>Poster</i>)	Poster Session	2:15- 3:00 PM
Minority Representation in Special Education	Poster Session	3:45 - 4:45 PM

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS

CEC 2013 CONVENTION AND EXPO SESSIONS: SATURDAY, APRIL 6

Event Title	Location	Time
A Cross-Cultural Perspective of Mothers' Roles and Goals During Parent-Child Interactions	Henry B. Gonzalez Convention Center Room 006B	8:00 - 9:00 AM
Transition to adulthood for students with significant disabilities: culturally diverse perspectives	Henry B. Gonzalez Convention Center Room 006A	8:00 - 9:00 AM
Las Chicas Building Robot Cars: Improving Self-Concept and Metacognitive Skills	Henry B. Gonzalez Convention Center Bridge Hall Poster 9	8:00 - 8:45 AM
Culturally Responsive Social Skill Instruction	Henry B. Gonzalez Convention Center Room 006A	9:00 - 10:15 AM
Preparing Culturally Responsive Educators	Henry B. Gonzalez Convention Center Room 210A	9:15- 10:15 AM
A Comparison of Parents' Experiences with IEP meetings: White Parents and Asian American Parents	Poster Session	9:15- 10:00 AM
Model for teaching vocational Spanish in Special Education and Communication Disorders	Henry B. Gonzalez Convention Center Bridge Hall Poster 10	9:15- 10:00 AM
General Educators' Perceptions of African America Males Prior to Pre-Referral	Henry B. Gonzalez Convention Center Room 006B	10:30- 11:30 AM
Supporting Positive Racial, Masculine and Social Class Identity Development Among Gifted Black Males:	Panel (TBA)	10:30- 11:30 AM
Culturally Responsive Special Education Leadership for Native American Schools	Henry B. Gonzalez Convention Center Bridge Hall Poster 9	10:30- 11:15 AM
Teacher motivations and perspectives of ELL instructional needs prior to ESOL certification	Poster Session	10:30- 11:15 AM
Effects of a Multimodal Bilingual Literacy Intervention on Vocabulary and Narrative Skills	Henry B. Gonzalez Convention Center Bridge Hall Poster 9	1:00- 1:45 PM
Use of Cultural Narrations to Enhance Professional Relationships	Henry B. Gonzalez Convention Center Bridge Hall Poster 10	1:00- 1:45 PM
Foreign language instruction for ALL students. ¡Sí se puede!	Poster Session	2:15- 3:00 PM
Selecting the Right Lens: Seeing--and Addressing--Issues Impacting Students' Mental Health	Henry B. Gonzalez Convention Center Room 006B	2:15- 3:00 PM



Remember to swing by DDEL's table at Division Row. Friendly volunteers will be at the table, ready to give out information and answer your questions!

VOICES FROM THE FIELD

AAC AND BILINGUALISM: INTER-RELATED THEMES AND ISSUES

Amelia Medina and Tenecia Trammel-Yeboah, New Mexico State University

As the world is rapidly adapting to a culture of information and technology, the use of advanced technologies in education and healthcare better position us as practitioners to help lessen the impact of disease, injury or disability on our students. Advances in Augmentative and Alternative Communication (AAC) offer promising means for individuals with speech or language impairment to communicate via both low-tech devices (e.g. communication boards) and high-tech options (e.g. speech synthesizers). In a climate of increasing cultural and linguistic diversity, we also hope for AAC services (symbol sets, code-switching features, software, and devices) aimed at making a difference in the lives of bilingual individuals. Although there is very little research examining AAC in bilingual speakers, and a major gap in multilingual software options, we contend that we are not lost in assessing and treating this population. Using what we know at the intersection of AAC and bilingualism, as well as cultural influence and individualized special education, we can advocate for and work effectively with bilingual children with AAC needs.

Core Components in Monolingual and Bilingual AAC Assessment

Since AAC assessment and intervention is driven by individual needs on a case-by-case manner, issues in multiculturalism should also be viewed alongside fundamental findings and recommendations about key AAC features and components. In bilingual children, genetics, motor skills, and temperament will be constant across languages, while language proficiencies will fluctuate as a function of exposure and use (e.g., Kohnert, 2008). Of course, language skills and environment (including home vs. school environments, cultural beliefs associated with one language, etc.) may differ significantly between languages.

Careful information and data gathering during assessment is critical as bilingual children encompass a heterogeneous population with needs and outcomes that vary by individual differences in the children's cultural and linguistic experiences. Still keeping in mind the impact of topological similarities and differences of a child's multiple languages, core AAC areas for clinical and educational consideration are the same for bilingual and monolingual children: vision and hearing, mobility, cognition, sensory, behaviors, conversational skills, communication modalities, expressive and receptive language, and articulation (ASHA, 2012; Wisconsin Assistive Technology Initiative, 2004). Finally, a culmination of spoken language, reading, and writing must coexist in order to produce strong literacy skills, another core component of AAC assessment and treatment.

Gathering Background Information

As with other communication disorders, the child's need for bilingual proficiency to meet present or future environmental needs is paramount. Some cross-cultural literature exists on the nature and beliefs about communication disorders (Bebout & Bradford, 1992; McCord & Soto, 2004; Parette & Huer, 2002) and the need cultural sensitivity in AAC decision making and training (Huer & Saenz, 2000; Parette & McMahan, 2002; Parette, Huer & Hourcade, 2003). To begin, experts recommend establishing rapport with the child's family, then obtaining background information about communication and language styles, child-rearing beliefs,

medical practices, and views of disabilities, service provision, and assistive devices (AAC) (Scheffner Hammer & Rodriguez, 2012). We must also explore environmental and social factors that impact bilingual language exposure and usage: parental languages and proficiencies, length of time in the U.S., age of exposure, and home language experiences. Such information is most accessible using an ethnographic interview (Kohnert, 2008), which relies on open-ended questions and thick descriptions. Understanding a child's communicative environment: past, present, and future, and adding ethnographic interviewing to a multi-source assessment undoubtedly improves outcomes; it helps reduce bias, and foster early rapport and respect between the family, child and practitioners.

Summary

Bilingual children who need AAC present us with several challenges, but we have the foundational tools to start meeting these challenges. AAC device and software companies must be encouraged to meet the need for multilingual products. As special educators and related service providers, we must be the voice of advocacy for this cause. Undoubtedly, there is a critical need for additional research on bilinguals using AAC to support practice and product development in this area. This does not, however, mean we cannot successfully use what we know about AAC and about bilingualism, as well as cultural influence, and individualized interventions, to work with bilingual children needing

References

- American Speech-Language-Hearing Association [ASHA] (2012). Medicare Speech-Generating Devices Information Packet: SLP Checklist. American Speech-Language-Hearing Association. Retrieved January 8, 2013, from <http://www.asha.org/slp/healthcare/sgd/checklist.htm>
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DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS

CONGRATULATIONS TO THE NEWLY ELECTED AND WELCOME TO THE NEWLY APPOINTED

Position	2013 Board Member
President	Liz Cramer
President Elect	Satasha Green
Immediate Past President	Patty McHatton
Secretary	Michelle Frazier Trotman Scott
Treasurer	Lisa Vernon-Dotson
Finance Chair	Lusa Lo
Membership Chair	Charity Gillman
Newsletter	Mildred Boveda
Publications	Loury Floyd
Professional Development	Kelly Carrero
CAN Coordinator and Governmental Relations Chair	Donna Sobel

Position	2013 Board Member
Research and Professional Issues	Amina Turton
Constitutions & By-Laws	Steve Chamberlain
Webmaster	Tachelle Banks
Multiple Voices Editors	Monika Shealey Wanda Blanchett
Archivist	Shernaz Garcia (interim)
Student Representative	Lorena Munoz



A SPECIAL THANKS TO OUR OUTGOING DDEL 2012 BOARD MEMBERS



Position	2012 Board Members
Professional Development	Mary Anne Prater
Secretary	Steven Chamberlain
Research and Professional Issues	Satasha Green
CAN Coordinator and Governmental Relations Chair	Rose Matuszny
Newsletter	Mayra Camacho
Multiple Voices Editors	Shernaz Garcia, Alba Ortiz and Audrey Sorrel

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.

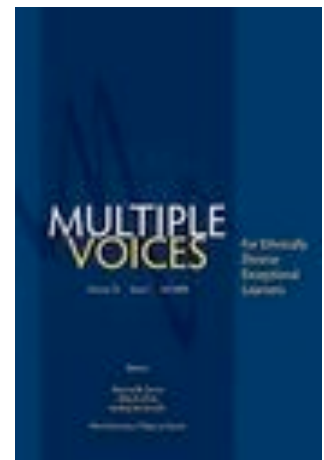
Instruction/intervention.

Programs and services for exceptional populations and their families Family and community empowerment.

Recruitment and retention.

Personnel preparation.

Policy and law.



Authors should submit manuscripts that conform to APA style (6th edition) and not exceed 30 pages (including references).

MV is published twice a year in the fall and spring.

For Additional Information, including manuscript guidelines and subscription rates, please visit our web- site at

<http://www.ddelcec.org/Publications.php>



DDEL Membership Benefit:

DDEL members have electronic access to current and past content of the division journal, Multiple Voices for Ethnically Diverse Exceptional Students. Please be advised that your access will be active until your CEC/DDEL membership expires. Renewing your membership will ensure uninterrupted access. If you have any questions, please contact Charity Gillman, DDEL Membership Chair, ddelearner@gmail.com