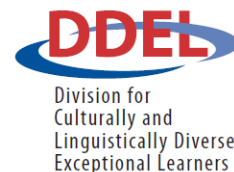




DDEL Voices



Volume I, Issue 3

January 2012

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

DDEL's President Voices her Thoughts...

This will be my final President's Message. As I reflect upon my time as President, I realize the significance of this experience and the imprint it has left on my life. DDEL represents the promise and legacy of work devoted to diversity, social justice and equity. During my tenure as President I facilitated the work of the membership in a number of ways. Building the capacity of the leadership is critical. Thus, filling key positions such as Newsletter Editor, Webmaster, Research and Profession-

al Issues Chair, Professional Development Chair, and Publications Chair was essential to this effort. In addition, we are extremely proud of the work of the editors of Multiple Voices and the expansion of the journal to MetaPress, which enhances member benefits and increases our visibility. Finally, the development of a 2011-2014 Strategic Action Plan will advance the work of the organization and ensure that we align our activities to our mission, vision and values.



It is my hope that during this holiday season each of you were able to reinvigorate your spirit, renew commitments, and rebuild partnerships. The common bond that connects us all is our dedication to service. It is through this dedication that our membership will continue to thrive during difficult times.
Blessings and Peace

Monika Shealey

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Multiple Voices for Ethnically Diverse Exceptional Learners

The official, peer-reviewed journal of the Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL). This journal publishes original research; conceptual and theoretical articles; critical analyses, reviews and syntheses of literature; and material, test, and books 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

For additional information, contact: Dr. Shernaz García; Co-Editor, Multiple Voices; Department of Special Education; 1 University Station, D5300; The University of Texas at Austin; Austin, TX 78712. Email: multiplevoices1@austin.utexas.edu; Phone: 512-475-6565; Fax: 512-471-5550.

DDEL Membership Update

As of October 2011, there were 840 DDEL members. This number is down 38 members (-4.33%) from October 2010. Due to recent economic deficits, DDEL membership has decreased significantly. Please encourage your colleagues to join or rejoin DDEL and consider volunteering on the membership committee or any DDEL committee. I encourage interested persons to contact me at ddelearner@gmail.com or (918) 704-3156 if interested in serving on a DDEL committee.

Research and Professional Issues Committee Update

We have a committee of 4 members. This fall and in the Spring we will continue the discussions regarding a research agenda and collaborative research projects. We are also looking at topics for production of white papers responding to some critical issues in the field and the implications for students from culturally and linguistically diverse backgrounds. We will have our face to face meeting on Wednesday November 11, 2012 at 10:30AM at the Council for Exceptional Children Annual Convention and Expo in Denver Colorado.

For more information or if you would like to participate please contact Dr. Satasha Green at slgreen4@uaa.alaska.edu

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 exceptional individuals. 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*

The DDEL Executive Board proudly introduces our newest members, Dr. Cramer was elected President-Elect and Dr. Vernon-Dotson was elected Treasurer, during the Fall 2011 election.



Dr. Liz Cramer is an Associate Professor in the College of Education, Department of Teaching and Learning at Florida International University in Miami, FL. She has been a member of DDEL for more than 11 years and

has most recently served on the Executive Board as Publications Chair. She is also the immediate Past President of the Florida Council for Exceptional Children.

"I'm really looking forward to taking on a leadership role as the President-Elect of DDEL. I have worked closely with both the outgoing and incoming President over the years and I know I have a great team of leaders to learn from and follow. The work of DDEL is critical to shedding light on the intersection of race, culture, and disability. I hope to help move us forward in the coming years and help our division to grow and widely address these critical issues among CEC and the field of education as a whole. Thank you for this opportunity to serve you and our field."



Dr. Lisa Vernon-Dotson is an Associate Professor in the School of Education, Department of Counseling, Psychology, and Special Education at Duquesne University in Pittsburgh, PA. She has been a member of DDEL for nearly 15 years and an active member for the past 7 years. She has served as Membership Chair and Interim Newsletter Editor.

"I'm excited about the opportunity to serve with my fellow

DDEL Executive Board colleagues and friends as Treasurer. Over the years, DDEL has been a critical aspect of my professional and personal life. Members of DDEL have been my co-authors and co-presenters and have served as external reviewers of my tenure package. It's a wonderful group of people who bring issues of diversity to the forefront of conversations within and beyond the CEC/DDEL organizations. The conversations are not always easy, but they are meaningful and deserving of attention. My goal is to work with other members of the Executive Board in meeting the needs of our members. Thank you for the opportunity to represent you as Treasurer of DDEL."

Voices From the Classroom

The Challenges of Teaching Children in Foster Care

Caroline Hiller Montreuil and Andrea Zetlin

California State University, Los Angeles

Bradley entered the kindergarten class midyear. He had moved from across the country because his birth mother lost custody of him. While his peers were practicing writing, reading and adding, Bradley struggled to write his name. When he arrived, we knew only that he was in foster care and had an IEP stipulating a variety of special education services. The relative caregiver he was living with had no other documentation. Multiple requests were made to Bradley's previous school for records but the school did not respond. After several months, Bradley's birth mother sent several evaluation documents that provided more insights into his school history. Just as we were getting to know Bradley and make progress toward his goals, Bradley's birth mother regained custody and he was moved back across the country.

Students like Bradley can be found in almost any school in our country--they move from school to school and home to home. The effects of this instability can be very challenging and difficult to manage within the classroom. In order to better serve students in foster care, several stellar teachers at Bradley's school were interviewed about how they handle four recurring "educational" issues experienced by children in foster care.

1. Entering Mid-Year

- * Use "get to know you" activities for the first few days.
- * Make the student the "star of the week," read a book to the class about being new, and allow the student to share with the class about him or herself.
- * Use the buddy system and assign the new student a buddy to help their first few days.
- * Have all the students in class write the new student a letter to create a "Welcome Book".
- * Have all classmates sign a "welcome" postcard to send to the new student's home at the end of the first week
- * Speak with the caregivers as soon as possible and review any records provided.
- * Help the caregiver connect with other parents in the school

2. Establishing Trust

- * Give the student extra attention in the beginning -- meet with the student before or after school or call on the student.
- * Have the student complete a "get-to-know-you" worksheet when they enter the class so the teacher learns the "likes and interests" to use as topics when talking with the student.
- * Sit the student in the front in order to have frequent interaction with him or her.
- * *Use positive reinforcement to build trust.*

3. Frequent Absences

- * Have the student make up missed work at home and in the classroom -- include clear directions with work sent home; use instructional aides, volunteers, and the teacher's personal time to help with work done in class.
- * Utilize open and honest communication between the school and home about the effect of the absences on the student.
- * Help caregivers develop strategies to minimize absences: assist with setting up carpools or suggest morning routines to help student get to school every day.
- * Inform the office and principal about students with frequent absences so they are aware of the problem

4. Emotional and Behavioral Needs

- * Check in with the student frequently to see how they are faring and stay positive (teachers described a "deer in the headlights" look that students get when they feel overwhelmed or come into the classroom in the middle of a project or activity and lack of home support in some foster homes which that makes it hard for students to focus in school and results in emotional volatility.)
- * Offer students extra time to complete assignments and extra support during non-instructional times at school -- let students complete work during lunch or recess and give work in small chunks.
- * Prioritize the work you want completed because it is often impossible for the student to complete all the work given.



Research Spotlight

Donna Villareal



ESL and special education teachers seek solutions for shared professional concerns. The use of computer-mediated communication (CMC) tools provides opportunities for teachers and their students to engage in collaborative interactions inside and outside of the classroom using free or low-cost online applications (Blake, 2008).

VoiceThread (<http://voiceThread.com>) is a computer mediated communication (CMC) tool that facilitates asynchronous discussions around themes chosen by the teacher or students. That is, participants do not have to all be working on VoiceThread on the internet at the same time, but may record and post unlimited numbers of multimedia media messages around a shared visual prompt.

VoiceThread enables diverse exceptional learners to communicate using text, voice, and video tools. By offering students multiple options of ways to express themselves, the tool demonstrates how universal design can minimize individual accommodations. Using VoiceThread, language support for culturally and linguistically diverse exceptional learners is integrated into the activity as students have unlimited opportunities to practice and review, and re-record their written, spoken and visual comments.

VoiceThread is a Web 2.0 application that may be utilized free of charge. It does not require downloading.

Links to examples of publicly available VoiceThreads moderated by teachers who work with culturally and linguistically diverse students are presented below. Information about the ways teachers use web 2.0 tools like VoiceThread should continue to be shared. Teachers should evaluate the degree to which CMC tools allow students to participate using written, audio, and visual means of communication.

Examples of Public VoiceThreads to Support English Learner Interactions Grades K-12 retrieved October 31, 2011.

References

Blake, R. J. (2008). *Brave new digital classroom: Technology and foreign language learning*. Washington, DC: Georgetown University Press.

Title and URL	Description
Libby's Trip to Malawi	Images of people and life in Malawi are used to promote discussion about culture.
Letters from the Internment Camps	4 th graders discuss the topic of intolerance.
Learning Languages	Students across the world say introduction phrases in English e.g., How are you? What's your name? Will you be my friend?
What could it mean?	Interpretations and perspectives of viewers responding to images.
100 Ways to Use VoiceThread in EDU http://voicethread.com/?-q+english+language+learn.b26224.i145977	Teachers present ideas about how to use VoiceThread e.g., as homework and to help students who missed class; to improve pronunciation, storytelling, literacy skills; to promote problem-solving, critiques, reflection, authentic assessment, parent involvement and professional development.
Planet Earth-Shallow Seas	Participants read their essays in response to visual prompts.
The Big Piñata Project	Teachers and kindergarten – grade 5 students who include ELs talk, read, and write about making a piñata at school.
American English Vowels	Exercise to hear and practice pronouncing American English vowels.
Garcia de la Rosa –Juson Immigration	Immigration project posted by an elementary level student.
My Life by Lisbeth http://voicethread.com/?-q+mexico.b147552.i775531	Students describe and talk about their families.

Voices from the Field



The hope before the DREAM

Ms. Crouch and Dr. Lee,

Staff of the Bilingual Special Education program at the George Washington University and administrators of the BCA program.

When the DREAM Act passed in May 2011, who could have thought that a group of second language middle school students would already be excited and actively preparing for college? For a group of 75 students at White Oak Middle School this was exactly the case. As part of a grant provided by the Community Education Center of the American Immigration Council students were given the opportunity to begin collecting assignments and notable achievements through an electronic portfolio to be used for college admissions. Ms. Dionne Calloway, a current social studies teacher at White Oak Middle School in Montgomery County, Maryland, was the person that helped this *dream* become a reality.

During a summer graduate course at the George Washington University in 2010, Ms. Dionne Calloway submitted a grant proposal as part of a final project for her course titled: The Immigrant Experience. This class is taught each summer by Dr. Amy Mazur, lead faculty of the Bilingual Special Education program, who brings in numerous representatives from Immigrant-focused offices and organizations. In this class, Ms. Calloway learned about the challenges that immigrants- both legal and illegal- face when they move to the United States. In hearing these stories, Ms. Calloway was compelled to develop an idea that would help the immigrant students she sees every day in her school. When a representative from the American Immigrant Council came to the class as a guest speaker and shared about the grant her organization was offering to support immigrant students, Ms. Calloway knew she had to apply.

Ms. Calloway was notified the following month that her proposal had been accepted and she was awarded a grant of \$500 to purchase flash drives for 75 students as well as a scanner for uploading documents. As soon as school started again for her students, Ms. Calloway implemented the project with two of her 8th grade classes with highest numbers of ESOL students. Ms. Calloway used her role as a social studies teacher to develop class assignments that were relevant to the curriculum while also matching DREAM Act guidelines. Throughout the school year students completed essays and kept records of their achievements on their flash drives and saved them to an electronic portfolio.

By the end of the school year the impact was obvious. In addition to completing electronic portfolios, students were motivated to have their voices heard and even began contacting members of Congress. Through their own initiative, students also organized a visit to the White House before the end of the school year. For this group of 75 students the hope of being able to attend college one day has become a real and achievable DREAM.

Ms. Calloway is a recent graduate of the Bridges to Curriculum Access (BCA) certificate program funded by the Office of English Language Acquisition (OELA).



Call for Editors: Multiple Voices

The Division for Diverse Exceptional Learners is seeking qualified individuals to assume the roles of Editor(s) for *Multiple Voices for Ethnically Diverse Exceptional Learners*. *Multiple Voices* is the official, peer-reviewed journal of the Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners. The journal publishes original research; conceptual and theoretical articles; critical analyses, reviews and syntheses of literature; and material, test, and books reviews. The goal of the journal is to advance the knowledge base focused on the interrelationships between culture, language and exceptionality in educational systems, policy, research and/or practice.

Qualifications:

- Current member of CEC and DDEL
- Doctorate in Special Education or related field
- A record of successful publication in special and/or education with a strong focus on diversity and social justice, including education, programs and services for children, youth and/or adults with exceptionalities from diverse cultural and linguistic communities
- Demonstrated expertise in editing
- Ability to work with an editorial board
- Ability to meet bi-annual publication deadlines
- Commitment of a 5 year term (January 1, 2013 through December 31, 2017)

Responsibilities:

- Manage and coordinate manuscript reviews
- Make final editorial decisions about manuscript content
- Coordinate the publishing process with Sheridan Press, including copyediting, author copyright agreements, and preparation of final proofs for printing
- Manage and coordinate the electronic dissemination of the journal through MetaPress, EBSCO, and ERIC
- Work with the editorial board to keep *Multiple Voices* "current" and "innovative"
- Chair *Multiple Voices* meetings at the annual International CEC conference
- Prepare an annual budget for publication of *Multiple Voices*
- Prepare an annual report of publication activities
- Participate in DDEL Executive Board Meetings

Preference provided to individuals who show evidence of in-house support for publication of *Multiple Voices* by the editors' place of employment. Interested persons should submit a letter of interest and documented evidence of qualifications no later than March 1, 2012 to:

Dr. Elizabeth Cramer, Chair, DDEL Publications Committee



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